

## EVALUATING THE EFFECTS OF THE FAMILY ON THE STUDENTS OF VOCATIONAL EDUCATION: A COMPARISON OF ATATÜRK UNIVERSITY AND HİTİT UNIVERSITY VOCATIONAL COLLEGE \*

Berna GÜR \*\*, Kevser BURAN\*\*\*, Aysun MOLLA KESOĞLU\*\*\*\*

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### Abstract

Vocational education stands as a crucial and invaluable process in regard to leading individuals to their future. This process primarily initiated by the will to get by yet one requiring individuals to study and strain hard holds significance both individually and socially. Amongst the reasons why students choose such vocational institutes come primarily the ability of these institutes to equip their learners with the knowledge and skills required to find a job alongside many other social motivations. One of such motivations is the expectation of the family. Supporting their children on all fields throughout their lives, families can also effect their children considering their future. This study was designed to analyse on which points the families are more effective regarding the vocational college students. On that matter, Atatürk University and Hitit University Vocational College were chosen as the samples. Datum were retrieved through survey and suggestion were put forward by comparing the two Universities.

**Keywords:** Vocational Education, Society, Family Effect

## MESLEKİ EĞİTİM GÖREN ÖĞRENCİLER ÜZERİNDE AİLELERİN ETKİSİNİN DEĞERLENDİRİLMESİ: ATATÜRK ÜNİVERSİTESİ VE HİTİT ÜNİVERSİTESİ MESLEK YÜKSEKOKULLARI KARŞILAŞTIRMASI

### Özet

Meslek eğitimi kişilerin geleceğine yön vermesi anlamında önemli ve değerli bir süreçtir. İnsanın öncelikle yaşamını sürdürebilmek için yaptığı ancak genellikle yoğun bir eğitim ve çalışma gerektiren bu süreç, hem bireysel hem de toplumsal olarak büyük önem taşımaktadır. Öğrencilerin mesleki eğitim kurumlarını tercih sebepleri arasında bu kurumların bilgi - beceri ve bu doğrultuda iş - meslek kazandırmaları öncelikli sebepler arasında sayılırken, elbette öğrencilerin bireysel anlamda tercih etmelerinin yanında toplumsal olarak da birçok neden sayılabilmektedir. Bu nedenlerden bir tanesi de öğrencilerin aile istek ve beklentileridir. Tüm yaşamları boyunca çocuklarına her alanda destek olan aileler, eğitimleri noktasında da geleceklerini düşünerek onları etkileyebilmektedirler. Bu çalışma mesleki eğitim gören üniversite öğrencileri üzerinde ailelerinin mesleki eğitimi tercihlerinde hangi noktalarda daha etkili olduklarını analiz etmek üzere yapılmıştır. Bu doğrultuda Atatürk Üniversitesi ve Hitit Üniversitesi Meslek Yüksekokulları örneklem olarak seçilmiştir. Veriler anket yöntemi ile toplanmış olup iki üniversite arasında karşılaştırma yapılarak öneriler sunulmuştur.

**Anahtar Kelimeler:** Mesleki Eğitim, Toplum, Aile Etkisi

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\*\* Assist. Prof., Hitit University, bernagur@hitit.edu.tr

\*\*\* Lec., Hitit University, kevserburan@hitit.edu.tr

\*\*\*\* Lec., Hitit University, aysunmolla@hitit.edu.tr

## 1. INTRODUCTION

So many researches were conducted on the motivations of youth regarding the choice of university. The very rationale behind this notion is the gain that will come by as long as the the youth does the right choice this will lead to better gains both individually and as a society. Quality workforce matters, for each and every corporation. Thus the vocational schools stand a great importance.

As a choice of greater importance a human can possibly make in his own entire life, the choice of occupation carries a tremendous significance for individuals and the future of a country as long as it's made on rational basis. Because the person consequently chooses the the process that will shape his whole life, the environment he will spend his life and the people he will interact with. The choice of occupation also stands for an importance to a degree where the choicemaker determines his gross income, the way of life, if he'll do his job with passion or not, his responsibility and if he'll be happy. As a milestone in one's life, the choice of occupation can also be represented as a choice of the way of life. That's why making the right decision regarding the occupation will play a great role in that the person will sustain a happy and a successfull life (Pekkaya ve Çolak, 2013).

In a research, the factors Saviskas (1991) determining the individuals' choice of occupation follow as skill, interest, value system, family, culture and environment (Korkut-Owen ve diğerleri, 2012).

Vuruncu stated the vocational development as a process in reasearch he conduted in (2010). As a process initiated in the childhood by creating a idea of occupation, it also covers the adulthood until the occupation is decided upon. The factors effecting this proces can be listed as the family the person grown by, interaction he initiated, preschool and school education, the needs, the interests, the values, self-conception, general and specific skills, other personal features, the characteristics of the environment he grew in, the current occupational areas, employment conditions, the state of supply and demand and so on and so forth.

After the high school education, the choice of occupation gains a greater importance. Throughout the studies conducetd on the high shcool learners, the factors affecting the choice of occupation are listed. Alongside these, the family also has a great importance (Kıyak, 2006; Vuruncu, 2010; Atli ve Kaya, 2015).

In a study Akbayır conducted (2003) on the role of the family in the tending towards the job of teaching and the role of the sex in the choice of field, it was revealed that the attitude of parents is important in the tending towards and the choice of occupation. According to this study, the parents were seen to respond positively and support the choice of the teaching job.

In a study conducted by Sarıkaya and Khurshid (2009) on the fatctors effecting the choice of occupation in university students the family factor was stated as important but not to the extend to which the students consider as the upmost significance. In a study conducted by Dinç (2008) on the students of the College of Accountancy, the family environment of family was found not to play a great role in the choice of the jof of bookkeeping.

The role of the family is counted undeniably crucial in the choice of occupation. That's why in our study the role of the family was studied to find out how and by which directions is dominant.

In this study in the level of associate degree it was aimed to find out the family factor in the choice of occupation in students from two different Universities and how this factor showed up. These subaims rotating around the major aims were specified:

1. Does the family factor alter in accordance with the University?
2. Does the family factor alter in accordance with the type of the education?
3. Does the family factor alter in accordance with the demographics of the students?
4. Does the family factor alter in accordance with the survival of the parents?
5. Does the family factor alter in accordance with the level of education of the parents?
6. Does the family factor alter in accordance with the employment of the parents?
7. Does the family factor alter in accordance with the highest educational level in a student's family?

## **2. METHOD**

The research data were easily witnessed by the sampling technique from the qualitative research methods. The research was conducted by assuming that the responses given to the surveys applied were answered by their own free will and objectively.

### **2.1. The Data Collection Tool**

The survey method was utilized to collect data. Previously designed studies were also inspected in the engineering of the survey questions (Dinç, 2008; Sarıkaya ve Khorsid, 2009; Korkut-Owen ve diğerleri, 2012). Additionally, the conversations with the students in the ongoing classes also were effective in the preparation of the questions.

The survey used in this research was made of 2 sections. In the first section, demographic informations were placed; in the second section 11 expressions developed to find out at which points the family factor was crucial were placed in "Family Factor Scale". In the evaluation of expressions used in the family factor scale 5 point likert scale. Expressions ranged from 5 to 1 (5: Absolutely Effective; 4: Effective; 3: Partially Effective; 2: Ineffective; 1: Absolutely Ineffective) served to measure students' opinions regarding the effect of family. Participants answered the questions via Google Form, an online survey tool. In the study,  $P < 0,05$  expresses a meaningful variation.

### **2.2. Working Group**

The universe of this study was made up of by 7442 students from Atatürk University Erzurum Vocational College and Hitit University College of Social Sciences and College of Technical Sciences from 2016 – 2017 Educational Year. The samples of the study were made up of by 586 volunteer students from day and evening education.

### **2.3. Analysis of Data**

SPSS 14.0 package program was used for analysis of data collected in the research. Descriptive statistics such as arithmetic mean, frequency, standard deviation and percentage values were examined and independent sample T test, one way variance analysis and Tukey tests were used to determine whether there was any difference between the groups.

### 3. FINDINGS

#### 3.1. Findings Regarding the Demographics

Of all the participants in this study; %65,5 of the students were from Hitit University and %32,5 of the students were from Atatürk University. %60,5 of these students were in day education while %37,3 was in evening education. The remaining %2,2 didn't state the shift of education. %46 of the students were first graders; %43,1 of the students were second graders and the remaining %5,6 of the students were retaking classes. %5,3 of the participants didn't state at which grade they were in.

Of all the participants; %38,8 of the students were female whereas %59,6 of them were male. %1,5 of the participants didn't state their gender. %44,6 ranged in 18 to 20 of age; %48,3 ranged in 21 to 23 of age; %4,9 ranged in 24 to 26 of age and %3,2 ranged in 27 to above of age. %0,9 of these didn't state any age.

Judging from their high school graduation, %22,5 graduated from Anatolian High School; %52,6 graduated from Vocational High School; %11,6 graduated from Religious Vocational High School; %1,4 graduated from open high school. %11,9 of the participants didn't state the type of the high school they graduated from.

Judging from their parental survival rates, %97,4 of the participants' mothers were alive; %1,9 of the participants' mothers passed away whereas %0,7 of them didn't state their mothers' survival data. %91,8 of the participants' fathers were alive; %6,5 of the participants' fathers passed away whereas %1,7 of the participants didn't state their fathers' survival data.

As we look into the educational level of the mothers of all the participants %62,7 of them were graduates of primary education; %27,9 of them were graduates of secondary education and %2,2 of them were graduates of University. %7,2 of the participants didn't state their mothers' level of education. Judging from their fathers' educational level, %47 of them were graduates of primary education; %40 of them were graduates of secondary education; %8,2 of them were graduates of University. %4,8 of the participants didn't state their fathers' level of education.

%13,6 of the participants' mothers were employed; %84,5 of the participants' mothers didn't work. %1,9 of the participants didn't state their mothers' employment status. %73,6 of the participants' fathers were employed; %20,1 of the participants' fathers didn't work. %6,3 of them didn't state their fathers' employment status.

Judging from the highest educational level present in their households, %2,7 had primary; %19,6 had secondary; %41,4 had associate level; %26,9 had bachelor; %6,8 had Mastery of Arts and %1,0 had Philosophy of Doctor level of education.

As we closely inspect the responses given to the specified question "What was Your Motivation to Choose this Department?" , we come to see %24,6 of the participants gave "This was the department my score could only afford" and rated the highest given response. "My interest in the occupation" ranked the second highest given response with %15,3."It pays well" response ranked the lowest given response to this question with %4,2."Family Advice" response could only rank the fifth.

**Table 1. The Distribution of Responses By Associate Level Students to “What was Your Motivation to Choose this Department?” Question**

| Expressions  | Number      | Percent %  |
|--|-------------|------------|
| This was the department my score could only afford               | 274         | 24.6       |
| My interest in the occupation                                    | 170         | 15.3       |
| So that I could find a job in a shorter time                     | 131         | 11.8       |
| I took advantage of the “Exam-Free Pass”                         | 125         | 11.2       |
| Family Advice  | 110         | 9.9        |
| This will help me get promotions into higher positions at my job | 89          | 8.0        |
| It’s suitable to who I am  | 62          | 5.6        |
| I didn’t have any other chances than this occupation             | 55          | 4.9        |
| It’s a highly respected occupation                               | 50          | 4.5        |
| It pays well   | 47          | 4.2        |
| <b>Total</b>   | <b>1113</b> | <b>100</b> |

### 3.2. Findings Regarding the Effect of the Family on the Choice of Students of Occupations

The 11 expression we engineered to find out at which points the family played a greater role integrated into the “family effect scale” was reflected in the Table 2 along with the mean and standard deviation values.

As we closely investigate mean values regarding the family effect on their choices of education, “They desired me to be a University graduate” was seen “effective” with a mean of  $x=3,83$ . For the “The will to sustain the family bussiness” response by  $x=2,57$  mean and “Advices of relatives and acquaintance” response by  $x=2,56$  mean resulted “Ineffective”. As we consider the means of the remaining 8 responses, they result “partially effective”.

We witness here the family being effective at its most on the choice of their children regarding which University to choose to study in their desire to see their children to be University graduates. Closely follows the school being at where the family lives and the financial status of the family. The will to sustain the family bussiness and the advices of relatives and acquaintances proves the least effectiveness.

As a result of the analysis of the problem cues, there was no difference in vocational education preferences according to the demographic characteristics of the students. The following are the data related to the items that make a difference at significant levels.

**Table 2. One Way Variance Analysis Descriptive Statistics On Vocational Education Preferences**

|  | N   | Mean | SD   |
|--|-----|------|------|
| 1. Financial status of my family                             | 576 | 3.32 | 1.18 |
| 2. The school was in the same province where my family lives | 582 | 3.34 | 1.51 |
| 3. The will to sustain the family bussiness                  | 570 | 2.57 | 1.43 |
| 4. They considered this fits my skills                       | 577 | 3.14 | 1.28 |
| 5. They considered this fits my gender                       | 569 | 2.90 | 1.39 |

|   |     |      |      |
|---|-----|------|------|
| 6. They thought I can do this job in the province we live | 575 | 3.25 | 1.33 |
| 7. They desired me to be a University graduate            | 577 | 3.83 | 1.25 |
| 8. They thought this occupation pays well                 | 581 | 3.21 | 1.24 |
| 9. They thought I have higher chances to find a job       | 578 | 3.25 | 1.28 |
| 10. Advices of relatives and acquaintance                 | 572 | 2.56 | 1.34 |
| 11. They told my score could only afford this department  | 579 | 2.93 | 1.34 |

As seen on Table 3, a comparison between the family related factors that effect their choice of occupation and the University they're attending is shown. In four of the items, a meaningful difference amongst groups was spotted. The item "Financial status of my family", was stated to play a greater role by Hitit University students ( $x=3,39$ ) in comparison to those of Atatürk University ( $x=3,18$ ). The item "the school is at where my family lives" meant a meaninfully higher effectiveness for Atatürk University students ( $x=3,52$ ) in comparison to those of Hitit University ( $x=3,52$ ). The item "they consider this fits my skills" was stated to play a greater role for Hitit University students ( $x=3,22$ ) in comparison to those of Atatürk University ( $x=2,97$ ). The item "they considered this fits my gender" meant a meaningfully higher effectiveness for Hitit University students ( $x=3,03$ ) in comparison to those of Atatürk University ( $x=2,63$ ).

**Table 3. Independent Sample T Test Results for Vocational Education Preferences According to The University**

|  | Name Of The School | N   | Mean | SD   | P            |
|--|--------------------|-----|------|------|--------------|
| 1. Financial status of my family                             | Hitit University   | 390 | 3.39 | 1.11 | <b>0.039</b> |
|  | Atatürk University | 186 | 3.18 | 1.32 |              |
| 2. The school was in the same province where my family lives | Hitit University   | 395 | 3.25 | 1.53 | <b>0.043</b> |
|  | Atatürk University | 187 | 3.52 | 1.43 |              |
| 4. They considered this fits my skills                       | Hitit University   | 391 | 3.22 | 1.26 | <b>0.031</b> |
|  | Atatürk University | 186 | 2.97 | 1.32 |              |
| 5. They considered this fits my gender                       | Hitit University   | 389 | 3.03 | 1.35 | <b>0.001</b> |
|  | Atatürk University | 180 | 2.63 | 1.44 |              |

As we compare the family related factors in accordance with the type of education, a difference was spotted in 2 items. The item "They desired me to be a University Graduate" meant a meaningfully higher effectiveness for the evening students ( $x=3,99$ ) in comparison to day students ( $x=3,74$ ). The item "they told my score could only afford to study this department" meant a meaningfully higher effectiveness for the evening students ( $x=3,11$ ) in comparison to day students ( $x=2,81$ ).

**Table 4. Independent Sample T Test Results for Vocational Education Preferences According to Educational Background**

|  | Type Of Education | N   | Mean | SD   | P            |
|--|-------------------|-----|------|------|--------------|
| 7. They desired me to be University graduate | Day Educaiton     | 349 | 3.74 | 1.29 | <b>0.021</b> |
|  | Evening Education | 216 | 3.99 | 1.18 |              |

|  |                   |     |      |      |              |
|--|-------------------|-----|------|------|--------------|
| 11. They told my score could only afford this department | Day Educaiton     | 351 | 2.81 | 1.31 | <b>0.009</b> |
|  | Evening Education | 215 | 3.11 | 1.37 |              |

In order to compare the family related factors effecting the choice of occupation of associate degree students in accordance with the grade they're in, Single Direction Anova and Tukey tests were put to work. According to these comparisons, the item "Advices of relatives and acquaintances" was seen to differ meaningfully among the groups. The students, who were taking the classes again after failing once, stated the item "Advices of relatives and acquaintances" as being more effective in comparison to the 1st graders.

**Table 5: Multiple Comparison Tukey Test Results on Vocational Education Preferences by Class**

|  | (I) Retake | (J) Retake | Variance Amogst The Means (I-J) | P            |
|--|------------|------------|---------------------------------|--------------|
| 10. Advices of relatives and acquaintances | 1. Grade   | 2. Grade   | -0.250                          | <b>0.082</b> |
|  |            | Retake     | -0.601                          | <b>0.037</b> |

As we compare the factors to the mothers' state of employment, meaningful differences was spotted regarding two items. The item "the financial status of my family" meant a higher effectiveness for the students whose mothers were employed (x=3,63) in comparison to those whose mothers didn't work (x=3,27). The item "The school was in the same province where my family lives" meant a higher effectiveness for the students whose mothers didn't work (x=3,38) in comparison to those whose mothers were employed (x=3,00).

**Table 6. Independent Sample T Test Results on Vocational Education Preferences According to The Working Status of The Subjects**

|  | Mother's State Of Employment | N   | Mean | SD   | P            |
|--|------------------------------|-----|------|------|--------------|
| 1. Financial status of my family                             | Employed                     | 79  | 3.63 | 1.11 | <b>0.011</b> |
|  | Not Employed                 | 488 | 3.27 | 1.19 |              |
| 2. The school was in the same province where my family lives | Employed                     | 79  | 3.00 | 1.53 | <b>0.037</b> |
|  | Not Employed                 | 492 | 3.38 | 1.50 |              |

Differences were spotted regarding two of the items here. The item "the will to sustain the family bussiness" meant a higher effectiveness for those students whose fathers passed away (x=3,05) in comparison to those whose fathers were alive (x=2,53). The item "They thought I have higher chances to find a job" meant a higher effectiveness for students whose fathers passed away (x=3,68) in comparison to those whose fathers were alive (x=3,22).

**Table 7. Independent Sample T Test Results on Vocational Education Preferences According to Survival Status of Fathers**

|   | Is The Father Alive? | N   | Mean | SD   | P            |
|---|----------------------|-----|------|------|--------------|
| 3. The will to sustain the family bussiness         | Alive                | 523 | 2.53 | 1.42 | <b>0.031</b> |
|   | Passed Away          | 37  | 3.05 | 1.51 |              |
| 9. They thought I have higher chances to find a job | Alive                | 531 | 3.22 | 1.28 | <b>0.038</b> |
|   | Passed Away          | 37  | 3.68 | 1.23 |              |

The results of the single direction ANOVA and TUKEY tests aimed at comparing the family effect to the fathers' educational level are as follows: between the items "They thought I can do this job in the province we live" and "They desired me to be a University graduate" a meaningful difference was spotted amongst groups. The item "they thought I can do this job in the province I live" meant a higher effectiveness for the students whose fathers were graduates of secondary education in comparison to those whose fathers were graduates of primary education. However, the item "they desired me to be University Graduate" meant a higher effectiveness for the students whose fathers were graduates of secondary education in comparison to those whose fathers were graduates of University education.

**Table 8. One-Way Test Results for Vocational Education Preferences According to The Educational Status of The Father**

|   | Total of Squares | Mean of Squares | F     | P     |
|---|------------------|-----------------|-------|-------|
| 6. They thought I can do this job in the province we live | 10.061           | 5.030           | 2.876 | 0.047 |
| 7. They desired me to be a University graduate            | 9.336            | 4.668           | 2.997 | 0.041 |

**Table 9. Multiple Comparison Tukey Test Results For Vocational Education Preferences According To The Educational Status Of The Father**

|   | (I)Father Education | (J)Father Education | Difference Between The Means (I-J) | P     |
|---|---------------------|---------------------|------------------------------------|-------|
| 6. They thought I can do this job in the province we live | primary education   | secondary education | -0.284                             | 0.045 |
|   |                     | university          | -0.157                             | 0.738 |
| 7. They desired me to be a University graduate            | secondary education | primary education   | 0.042                              | 0.925 |
|   |                     | university          | 0.483                              | 0.042 |

As we compare the factors effecting the choice of occupation to the fathers' state of employment, there seems to be variations among groups regarding 3 of these items. The item "They thought I can do this job in the province we live" meant a higher effectiveness for the students whose fathers were employed (x=3,30) in comparison to the students whose fathers didn't work (x=3,02). The item "They thought this occupation pays well" meant a higher effectiveness for the students whose fathers were employed (x=3,24) in comparison to the students whose fathers didn't work (x=2,94). The item "Advices of relatives and acquaintances" meant a higher effectiveness for the students whose fathers were employed (x=2,60) in comparison to the students whose fathers didn't work (x=2,32).

**Table 10. Independent Sample T Test Results for Vocational Education Preferences According to the Educational Status of the Father**

|  | State Of Employment (Father) | N   | Mean | Sd   | P            |
|--|------------------------------|-----|------|------|--------------|
| 6.They thought I can do this job in the province we live | Employed                     | 423 | 3.30 | 1.32 | <b>0.047</b> |
|  | Not Employed                 | 115 | 3.02 | 1.38 |              |



|   |              |     |      |      |              |
|---|--------------|-----|------|------|--------------|
| 8.They thought this occupation pays well  | Employed     | 427 | 3.24 | 1.24 | <b>0.020</b> |
|   | Not Employed | 118 | 2.94 | 1.28 |              |
| 10.Advices of relatives and acquaintances | Employed     | 420 | 2.60 | 1.34 | <b>0.044</b> |
|   | Not Employed | 116 | 2.32 | 1.32 |              |

#### 4. DISCUSSION AND CONCLUSION

Datum retrieved for this study suggest that with a percentage of %24,6 students tend to choose where to study in accordance with their scores. The interest in the job ranks the second motivation with a percentage of %15,3. The ease to find a job in shorter amounts of time has also become another crucial motivation in the associate degree education. Being well paying seemed to be the least effective motivation, though. This leads us to think that students primarily choose to study an associate degree to become a University graduate. This situation voices pretty much the same notion put forth by Sarıkaya and Khorshid (2009) and that by Özsoy, Özkara and Memiş (2010). In another study by Erdoğan, Şanlı and Bekir (2005) the affordability of the score and the family effect ranked the second most important factor whereas the interest in the occupation ranked the last.

A meaningful difference wasn't observed amongst the groups regarding the gender of the student, the type of the high school graduated from, mothers' state of survival, education of the mothers, the highest educational degree in the household. This is thought to stem from the male students' being more in number (%59,6), the ease to go to the Vocational Colleges regardless of the type of the school they graduated from, the low rate of students with deceased mothers (%2,6) and again the majority of mothers' degree being in the primary degree. Judging from the highest educational degree in the household, a meaningful result wasn't come up with due to the fact that students addressed to themselves as an associate degree owner in response to the highest degree in the household.

According to the responses the associate degree students gave to the questions regarding their vocational education, the families seem to be effective at its most on their desire to see their children to become a University graduate. Just like the students, families perceive being a University graduate as being more important. The least effective stood by the will to sustain the family bussiness and relative and acquaintance advices.

The students of Atatürk University stated being affected by their families due to the the fact the school itself was located where their families live whereas those of Hitit University stated being affected by their families mainly because of their families' financial status and their families' opinions regarding their gender and skills fitting to what they study.

The evening education students are more affected than day education students in that their families' desire to graduate from University and that their score could only afford that department. Students retaking previously failed classes seem to be alot less likely to be affected by relative and acquaintance advices.

Items such as being able to do that job in the province the family lives, the job being well paying and relative and acquaintance advices are more affective for the students whose fathers work whereas the items such as the financial status of the family and the school being in where the family lives are more effective for the students whose mothers don't work.

The will to sustain the family bussiness and the ease to find a job effects the students with deceased fathers more.

The students whose fathers are graduates of secondary education stated the item "They thought I can do this job in the province we live" were more effective in comparison to students whose fathers are graduates of primary education. The students whose fathers are graduates of secondary education stated the item "They desired me to be a University graduate"was more effective in

comparison to those whose fathers are University graduates. Here we come to realize the families' desires to see their children reach to their own goals they could never achieve.

As we evaluate the findings we came up with, it was revealed that students were effected by their families in their choice of occupation but this effect seem to be highly visible in their desire to be a University graduate. This situation varies in accordance with the University factor. The current University election examination system, lacks the essence of a vocational counselling starting from the primary school ages and makes the associate degree gradually insignificant; thus leading the students to act irresponsibly when choosing which associate degree to study . Consequently, the popularity and the success rate of the vocational colleges fall. This is an obstacle for Vocational Colleges. In that sense, the families must be studied and made more conscious about the choice of occupation. It also has to be noted that the main aim of the associate degree to create intermediate staff is not carried out properly. Most of the youth choose to go to college not to have a job in short course of time but only to be graduated from University. Imidite measures have to be taken and implemented to fix this issue concerning vocational colleges.

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