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Factors influencing the tendencies of students' choosing university in Turkey

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Abstract

Factors influencing the tendencies of students' choosing university in Turkey is analyzed. In this study, factors influencing the university and department choosing of the students of Marmara University are analysed. Research consists of four parts; introduction, method, findings and comments, and results and suggestions. Population of the research consists of first and second year students of Technical Education Faculty (TEF), Ataturk Education Faculty (AEF), Science and Letters Faculty (SLF) and Engineering Faculty (EF) in Marmara University Goztepe Campus. Research sample is 1st and 2nd year students determined by random sampling in the general population. Totally 1017 students are attained 618 of which are male and 399 of which are female. Personal data questionnaire is used in the research. Data obtained through the personal data questionnaire are analysed using frequency (f), percentage (%), arithmetic mean ($\bar{x}$), standard deviation (ss) and t test in conformity with the purposes.

Keywords: Technical education: Technology education; Tendencies of students'; Choosing university
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1. Introduction

Today, prospective university students' being able to choose university according to their abilities, needs and demands is very important in psychological, social and their economical future aspects. Young people getting to know themselves through a good vocational guidance before choosing their higher education programs will help much more qualified work and brain power be trained. When students who will attend the programs retrofit by all kinds of technological equipment randomize their higher education programs without knowing themselves, problems of individual-society and country increase incrementally. In this research, it is aimed to examine the factors, which influence the high school graduates' choice of university and higher education programs, such as age, sex, parents educational bakground and job status, and type of the schools that students graduate from,etc., to analyse current situation and to produce suggestions for the neccessary measures to be taken [1-3].

2. Method and research model

Scanning method is used in the research. A questionnaire form is prepared to collect data on the views and thoughts of the students attending Faculty of Technical Education, Ataturk Faculty of Education, Faculty of Engineering and Faculty of Science and Letters of Marmara University at Goztepe Campus on the factors influencing the student tendencies in choosing university. It is attempted to describe how competent the university students are in choosing university and departments. In this aspect the research has a descriptive characteristic[4].

Population of the research consits of the 1st and 2nd year students attending the faculties of Marmara University in Goztepe Campus. Sample of the research consists of 1017 students chosen by random sampling method among the students of Faculty of Technical Education, Ataturk Faculty of Education, Faculty of Engineering and Faculty of Science and Letters.

Main data data source of the research is data collected with questionnaires . Before the questionnaires (assessment tool) are prepared, the literature has been reviewed and view and suggestions of experts have been taken. 66 factors influencing the tendencies of students in choosing university ss it is shown in Table 1 are conducted on totally 1017 students[4].

Data collected by the questionnaires conducted on the students encoded and computerized. Statistical Package for Social Sciences (SPSS) is used while analysing data collected. In the analysis of the collected data descriptive statistics (f), percentage (%), mean ($\overline{x}$),standard deviation (ss/sd) are used. In order to understand if there is any variance according to independent variables, t-test for those with 2 choices and variance(anova)analysis for those with 3 or more choices. Significance Level of the data collected is accepted as $p < 0.05$. While evaluating the arithmetic mean of the views obtained according to the scale used in the research, ranges given in Table 2 are considered.

Table 1. Faculty, Department and Students participated in the Survey

Faculty	Department	Number of Students
Faculty of Technical Education	Electronics and Communication Teaching	53
	Computer and Control Teaching	66
	Electrical Teaching	64
	Mechanical Teaching	80
	Metal Work Teaching	56
	Mechatronics Teaching	46
	Textile Teaching	50
	Printing Teaching	50
Ataturk Faculty of Education	Special Education Teaching	43
	Turkish Teaching	88
	Music Teaching	50
	Art Teaching	52
	Science Teaching	44
	History Department	43
Faculty of Science and Letters	Turkish Language and Literature Department	55
	Biology Department	34
	Physics Department	28
Faculty of Engineering	Enviromental Engineering	34
	Mechanical Engineering	24
	Computer Engineering	31
	Industrial Engineering	26

3. Findings and comments

3. 1. Frequencies

In this part of the study, findings and comments on demographic information of the students in the population of the research and findings about students' university and department choosing are given.Age and sex status of 1017 students are given in Table 3.

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Table 2. Scale used in Research

Value given	Choices	Limit
1	Strongly Disagree	1.00-1.79
2	Disagree	1.80-2.59
3	Neutral	2.60-3.39
4	Agree	3.40-4.19
5	Strongly Agree	4.20-5.00

Table 3. Age and sex status of students

Student		f	%	%val	%cum
Sex	Male	618	60.8	60.8	60.8
	Female	399	39.2	39.2	100
	Total	1017	100	100	
Age	16-18	73	7.2	7.2	7.2
	19-21	684	67.3	67.3	74.4
	22-23	200	19.7	19.7	94.1
	23 and over	60	5.9	5.9	100
	Total	1017	100	100	

Data about educational background of the parents which have been put in the questionnaires (assessment tool) since thay are thought to be influencial in students‘ choosing university and department are given in Table 4.

Table 4. Educational background of the parents

Parent	Mother				Father			
	f	%	% val	% cum	f	%	% val	% cum
No schooling Illiterate	104	10.2	10.2	10.2	22	2.2	2.2	2.2
No schooling Literate	67	6.6	6.6	16.8	28	2.8	2.8	5
Primary School Graduate	498	49	49	65.8	359	35.3	35.3	40.3
Secondary School Drop Out	43	4.2	4.2	70	70	6.9	6.9	47.1
Secondary School Graduate	67	6.6	6.6	76.6	84	8.3	8.3	55.5
High School Drop Out	20	2	2	78.6	45	4.4	4.4	59.8
Regular High School Graduate	93	9.1	9.1	87.7	106	10.4	10.4	70.3
Vocational High School Graduate	49	4.8	4.8	92.5	99	9.7	9.7	80
University Drop Out	3	0.3	0.3	92.8	21	2.1	2.1	82.1
University Graduate	70	6.9	6.9	99.7	163	16.0	16.0	98.1
College	0	0	0	0	1	0.1	0.1	98.2
Post Graduate	2	0.2	0.2	99.9	11	1.1	1.1	99.3
Doctorate	1	0.1	0.1	100	8	0.7	0.7	100
Total	1017	100	100		1017	100	100	

Income variable of the families of the students in the sampling group are put in to 6 groups from less than 800TL to more than 3001TL and data related is given in Table 5.

Table 5. Income status of the families

Income TL	f	%	% val	% cum
≤ 800	340	33.4	33.4	33.4
801-1500	427	42	42	75.4
1501-2000	149	14.7	14.7	90.1
2001-2500	49	4.8	4.8	94.9
2501-3000	22	2.2	2.2	97.1
≥ 3001	30	2.9	2.9	100
Total	1017	100		

Data related to types of the schools that students graduated from before higher education and students from these schools are given in Table 6.

Table 6. High schools that students graduated from

Type of High School	f	%	% val	% cum
Regular High School	257	25.3	25.3	25.3
Vocational High School	455	44.7	44.7	70
Foreign Language Intensive High School	21	2.1	2.1	72.1
Teacher Hich School	104	10.2	10.2	82.3
Islamic Divinity Students High School	3	0.3	0.3	82.6
Anatolian High School	107	10.5	10.5	93.1
Commercial High School	2	0.2	0.2	93.3
Science High School	11	1.1	1.1	94.4
Fine Arts High School	57	5.6	5.6	100
Total	1017	100	100	

3. 2. Anova tables

Levene‘s Test is used to test homogeneity of the variable variances given in Table 7 for choosing University and Department. Variances of all variables except from educational background of father variable are observed to be homogenously distributed in the end of Levene‘s Test of choosing University whereas variances of all variables are to be homogeneously distributed in choosing Department.

Table 7. Results of Variance Homogeneity Test

		Choosing University				Choosing Department			
	Lower Dimensions	Levene Statistics	sd1	sd2	p	Levene Statistics	sd1	sd2	p
Age		1.544	3	1013	0.201	0.583	3	1013	0.626
Sex		2.9	1	1015	0.089	0.271		1015	0.603
Mother Educational Background		1.389	10	1005	0.18	0.616	10	1005	0.801
Father Educational Background		2.015	11	1004	0.024	1.215	11	1004	0.272
Economic Status		0.808	5	1011	0.544	1.736	5	1011	0.124
High School		1.6	8	1008	0.12	0.981	8	1008	0.449

Among the factors influencing student tendencies in choosing university, it is observed that there is not a significant variance (p=0,118) in 0,05 error level in terms of students age. By this result, it can be concluded that views of the students related to factors influencing choosing university do not vary significantly in

accordance with their ages. When the same processes are repeated for choosing department, it is observed that there is a significant variance (p=0,016) in 0,05 error level. In this case, students views about factors influencing choosing department vary significantly in accordance with their ages.

Among the factors influencing student tendencies in choosing university, it is observed that there is not a significant variance (p=0,089) in 0,05 error level in terms of students sex. By this result, it can be concluded that views of the students related to factors influencing choosing university do not vary significantly in accordance with their sexes. For choosing department t-test is used and it is observed that there is a significant variance (p=0,000) in 0,05 error level. In this case, students views about factors influencing choosing department vary significantly in accordance with their sexes.

Among the factors influencing student tendencies in choosing university, it is observed that there is not a significant variance (p=0,05) in 0,05 error level in terms of mother's educational background. By this result, it can be concluded that views of the students related to factors influencing choosing university do not vary significantly in accordance with their mothers' edcational background. When the same processes are repeated for choosing department, it is observed that there is a significant variance (p=0,229) in 0,05 error level. By this result, it can be concluded that views of the students related to factors influencing choosing department vary significantly in accordance with their mothers' educational background.When farther's educational background analysed results bear a striking resemblance to the mother's case.

According to the findings of economic variable given in Table 8 it is observed that there is not a significant variance (p=0,451) in 0,05 error level. By this result, it can be concluded that views of the students related to factors influencing choosing university do not vary significantly in accordance with their families' income level.However, income level of the families shows a significant variance (p=0,007) in 0,05 error level in choosing departments.

Table 8. Anova table

		Choosing University					Choosing Department				
	Source of Variance	Sum of Squares	sd	Mean of Squares	F	P	Sum of Squares	sd	Mean of Squares	F	p
Age	Intergroup	2,026,131	3	675,377	1,961	0,118	667,323	3	222,441	3.441	0.016
	In-group	348,887,993	1013	344,411			65,490,871	1013	64,65		
	Total	35,0914,124	1016				66,158,195	1016			
Mother Educational Background	Intergroup	3,127,05	11	284,277	0,821	0,619	916,172	11	83,288	1.283	0.229
	In-group	34,7787,074	1005	346,057			65,242,022	1005	64,917		
	Total	350,914,124	1016				66158,195	1016			
Father Educational Background	Intergroup	4,635,138	12	386,261	1,12	0,34	536,848	12	44,737	0.684	0.768
	In-group	346,278,986	1004	344,899			65,621,347	1004	65,360		
	Total	350,914,124	1016				66,158,195	1016			
Economic Status	Intergroup	1,632,061	5	326,412	0,945	0,451	1,032,833	5	206,567	3.207	0.007
	In-group	349,282,063	1011				65,125,361	1011	64,417		
	Total	350,914,124	1016				66,158,195	1016			
High School	Intergroup	7,345,782	8	918,223	2,694	0,006	2334,675	8	291,834	4.609	0
	In-group	343,568,342	1008	340,842			63823,519	1008	63,317		
	Total	350,914,124	1016				66158,195	1016			

When results of Levene's Test and data of Anova Test are evaluated together in terms of the high school graduated, it is observed that there is a significant variance both in choosing university and in choosing department [4].

Table 9. Anova and t test table of sex variable

Anova Test					
Source of Variance	Sum of Squares	Mean of Squares	F	sd	p
Intergroup	2,026,131	675,377	1,961	3	0.118
In-group	348,887,993	344,411		1013	
Total	350,914,124			1016	
T test					
T-test for means equation		t value		sd	p
		-6,228		1015	0.000

4. Result

In this study determining the factors influencing studuents' choosing university and department is emphasized. In order to find out the reasons of choosing the university a student attends 25 factors and 14 factors for department choosing heve been determined. However,in this study 6 variables of them, whose statistical analysis are given in Tables 7-9, are used.

It has been concluded that demographic characteristics which are thought to be influencial in choosing the university being attended such as age and sex of students statistically show no significant variance. In other words, variance in age and sex of students is not an influencial factor in their choosing university. When the educational background of fathers and mothers compared to choosing university it is observed that there is a significant variance.When economic status of the family is analysed, the findings have shown that income level is not satatistically significant. Finally, high school that the student graduated from, which has also thought to be influencial in choosing university, is found statistically significant in decision-making process.

One of demographic characteristics ,which are thought to be influencial in choosing the department being attended, age of students statistically has shown a significant variance, whereas the other one, sex, has not shown any significant variance. When the educational background of fathers and mothers compared to choosing department it is observed that there is not a significant variance. There is a significant relation between family's economic status, a factor thought to be influencial in the process and choosing department. That the type high school which the student graduated from has a statistically significant influence on the factors determining departmant choosing [4].

5. Conclusions and suggestions

In order to help student choose their university and department healthily, authors have made suggestions based on findings obtained in the study and their experiences. These suggestions are respectively given below.

a) In the period from pre-school to university, adequate guidance should be systematically and institutionally restructured in order students to realize self-awareness and to interiorise their abilities and characteristics.

b) Institutional measures should be taken and guidance service be intensified in order make families inform their children about universities rather than canalize them.

c) Make it easy for the students to attend the universities which follow up their high school education.

d) Students should not be left with the only choice of attending the universities in their home towns due to their families' economic insufficiency, these students should be supported.

e) Education System should be sophisticatedly revized in order it to be appropriate for the individual's ability, competence and demand.

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