AN EXAMINATION OF THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND EMPLOYMENT EXPECTATIONS OF UNIVERSITY STUDENTS

Assoc. Prof. Dr. Verda CANBEY ÖZGÜLER
Anadolu University,
Faculty of Economics and Administrative Sciences,
Department of Labour Economics and Industrial Relations

ABSTRACT

The main objective of this project is to determine the relationship between employment expectation and academic efficiency of university students. To that general objective, this study investigated the whether their academic efficiency levels varied meaningfully depending on several variables as the gender, graduated high school, university, faculty, class, perceptions towards education problems. Also, this study found out whether their employment expectation varied meaningfully depending on several variables as university, faculty and working and no working. The research data was collected through "The Academic Behavior Scale "(ABS), and "Employment Expectations Scale"(EES), developed by the researchers. 27 items were established when developing the ABS, 18 items were established when developing the EES and item total correlation was calculated for scales. 27 items and 18 items found to be meaningful as a result of these analyses were then examined by factor analysis for construct validity of the scales. A three-factor scale (ABS) comprising 16 items and a factor scale (EES) comprising 5 items was obtained as a result of this analysis. Reliability coefficients for the (ABS)whole scale and the three sub-dimensions determined by varimax rotation were calculated through Cronbach α Formula. The Chi-Square test was employed to test the construct validity of the scales could be determined. The findings from this study revealed that the scale is a valid and reliable and that generally university students' level of agreement with the efficiency and expectation statements in terms of both the scales and the sub dimensions of ABS was upper medium.

Keywords: Employment, Employment Expectation, Academic Efficiency, Academic Achievement

1. INTRODUCTION

In reviewing the literature, it is seen that there is no study examining academic achievement and its effects on employment expectations in Turkey. In this regard, this study firstly determines conditions that influence academic achievement and employment expectations of individuals. It is hoped that research findings obtained in the present study will direct the policies about improvement of conditions that lead to differences and inequalities between individuals in terms of academic achievement. In accordance with this purpose, it was attempted to answer the following questions:

- How are academic competence perceptions of the university students?
- Do academic competence perceptions of the university students vary by the faculty they study in?
- Do academic competence perceptions of the university students vary by problems that, in their opinion, affect their education?

- How are employment expectations of the university students?
- Do employment expectations of the university students vary by the faculty they study in?
- Do employment expectations of the university students vary by state of experiencing work life?
- What is the relationship between academic competence perceptions and employment expectations of the university students?

2. METHOD

2.1. Study Group

A comparative correlative survey model was used in the present study, which investigated the relationship between academic achievement and employment expectations of the university students as well as whether such relationship varied by different variables. The study was carried out with students attending the faculties of Science and Letters, Education, Economics and Administrative Sciences, and Engineering-Architecture in Turkey in the 2010-2011 academic year. The study was conducted with undergraduate students from Anadolu University (AU), Osmangazi University (OGU) and Dumlupınar University (DPU) located in the provinces of Eskişehir and Kütahya because of ease of implementation and availability of relevant faculties in these universities. The sample of the study is students studying in the above-mentioned three universities in the 2010-2011 academic year. The study was carried out with 2952 students, who formed the study group, via face-to-face surveys. 48 surveys were excluded from analysis, as they had not been filled up in compliance with the instructions. Thus, data acquired from 2952 surveys (out of 3000 surveys conducted) were included in the analysis. Of participants, 7.3% (n=215) were from Anadolu University Faculty of Education, 3.8% (n=112) were from Anadolu University Faculty of Humanities, 3.9% (n=116) were from Anadolu University Faculty of Science, 10.4% (n=116) were from Anadolu University Faculty of Economics and Administrative Sciences, and 8% (n=237) were from Anadolu University Faculty of Engineering and Architecture. Of participants, 8.4% (n=248) were from Osmangazi University Faculty of Education, 4.3% (n=127) were from Osmangazi University Faculty of Letters, 2.7% (n=80) were from Osmangazi University Faculty of Science, 8.1% (n=238) were from Osmangazi University Faculty of Economics and Administrative Sciences, and 9.6% (n=283) were from Osmangazi University Faculty of Engineering and/or Architecture. Of participants, 6.5% (n=193) were from Dumlupınar University Faculty of Education, 8.1% (n=238) were from Dumlupınar University Faculty of Letters, 1.8% (n=53) were from Dumlupınar University Faculty of Science, 8.3% (n=244) were from Dumlupınar University Faculty of Economics and Administrative Sciences, and 8.8% (n=260) were from Dumlupınar University Faculty of Engineering and Architecture. All of the students in the study groups were voluntary to participate in the study.

2.2. Data Collection

In the present study, a survey form consisting of two parts was used in order to determine attitudes of university students concerning academic achievement and employment expectations. The first part of the survey contained 20 questions about personal and social characteristics of university students such as gender, age, attended university/faculty/department, the reason for preferring the attended department as well as field and profession in which students wanted to work after their graduation. The second part of the survey was made up of 27 expressions aimed at determination of attitudes about academic achievement and 18 expressions aimed at determination of attitudes about employment expectation. In the process of preparing the aforementioned expressions, literature about academic achievement and employment expectation was reviewed, field studies conducted on

this topic inside and outside the country were examined, and attitude scales for academic competence, employment, and employment expectation were revised.

Attitude scale prepared after review of the literature about academic achievement and employment expectation was reviewed by an expert in terms of its language. Opinions of experts working in universities were received for ensuring content validity of the study. Pilot form of the data collection instrument, which was developed in order to determine attitudes of university students about academic achievement and employment expectations, was finalized by making necessary corrections on it in accordance with opinions provided by domain experts. Data collection instrument pilot form prepared for performing validity and reliability analysis of the data collection instrument was administered to 38 young-group participants attending Anadolu University Faculty of Economics and Administrative Sciences in the 2010-2011 academic year, who were outside the study group as pilot study group.

Items were required to have an item-total correlation coefficient of over .20 in order to be included in the scale (Turgut, 1977, p.10, 11; Tavşancıl & Keser, 2002, p.87). Upon examination of results of the item analysis performed for evaluating discerning efficiency of items included in the scale, it is seen that all of the items in the scale have an item-total correlation coefficient of over .20. This finding demonstrates that each one of 27 competence expressions in the scale has discerning efficiency. Reliability coefficient of the entire scale was found as, Cronbach α=.89. These values indicate that the scale is reliable.

As a result of the pilot study, it was understood that the items were clear enough except a few items requiring a change in the wording. The data collection instrument was finalized by performing the required changes in the wording of some of the items.

The scales that were finalized after being administered to pilot study group were “Academic Behavior Scale” (ABS) and “Employment Expectation Scale” (EES). In the process of developing these scales, firstly, field studies conducted on the topics of academic achievement, social capital, and employability as well as scales developed on these topics were reviewed in order to form items of the scale. At the end of literature reviews, 27 academic competence expressions were included in ABS, and 18 employment expectation expressions were included in EES. It was paid particular attention to inclusion of both positive and negative cognitive, affective and behavioral expressions in items of both scales (Tezbaşaran, 1996). ABS was administered to 3000 university students included in the study. However, as mentioned before, 48 surveys were excluded from the analysis, as they had not been filled up in accordance with the instructions.

2.3. Data Analysis

In the present study, 5-point rating was preferred for responses to attitude expressions. Respondents were asked to include each attitude expression in the scale into one of the five categories: “*I strongly disagree – I disagree – I am neutral – I agree – I strongly agree*”. The most affirmative category was given 5 points, and the most negative category was given 1 point. Then, the responses were summed up, and given points between 1 and 5 in order to obtain a total score for each respondent (Turgut, 1977: 10, 11).

Data collected from 2952 people included in the analysis were subjected to factor analysis in order to test structure validity of the scale. Factor analysis is a statistical technique that gathers the variables which measure the same structure or feature; so that the measurement is conducted by using fewer

factors (Büyüköztürk, 2002: 117; Balcı, 1997: 298). Factor analysis can be used for a wide range of purposes (Baykul, 2000: 389). In the present study, factor analysis was employed for determining structure of the scale.

The higher variance ratios are obtained at the end of factor analysis, the stronger factor structure the scale has (Gorsuch, 1974; Lee & Comrey, 1979. Cited by Tavşancıl & Keser, 2002: 87). In social sciences, variance ratios between 40% and 60% are considered sufficient (Scherer-Wiebe Luther-Adams, 1988. Cited by Tavşancıl & Keser, 2002: 87). For sorting out items not measuring the same structure; a particular attention was paid to ensure that load values were higher in the factor in which items were included, items had a high load value in one of the factors, and had a low load value in other factors; and it was required for factor loads of items to be minimum .45 and items to be collected under a single factor (for difference to be minimum .10 in the event that the item takes high factor load under two different factors) (Büyüköztürk, 2002: 118, 119). For sorting out items not measuring the same structure in factor analysis; a particular attention was paid to ensure that load values in the factor in which items were included were over .45. In accordance with these criteria, out of 27 items subjected to Principal Components Analysis, the items 1, 2, 3, 7, 10, 11, 19, 20, 25, 26 and 27 with low variances and factor loads below .45 were extracted from the scale. As a result, 16 items remained in the scale.

16 items subjected to Principal Components Analysis are collected under 3 factors whose eigenvalue is higher than 1.00. Therefore, ABS can be accepted as maximum 3-factor. Total variance explained by three factors is 61.00%. According to Principal Component Analysis, eigenvalue of the first factor is 6.24 and the variance explained by it is 38.94%; eigenvalue of the second factor is 2.36 and the variance explained by it is 14.76%; and eigenvalue of the third factor is 1.16 and the variance explained by it is 7.27%. As it is seen in Table 7, common variances of three factors defined in regard to items vary between .51 and .70. This finding shows that three factors determined as important factors in the analysis explain the majority total variance in the items and the variance related to the scale.

Items with factor load value over .45 in the factor analysis were taken. According to this criterion, it is observed that 16 items take place in the first factor, and first factor load values vary between .46 and .77. This situation shows that ABS has a general factor. This is proven by the fact that the variance explained by the first factor in Principal Components Analysis is 38.97%.

Upon examination of results of item analysis performed for evaluating discerning efficiency of items in the scale, it is seen that item-total correlation coefficient varies between .40 and .71. This finding demonstrates that each one of 16 competence expressions has a discerning efficiency. Reliability coefficient of the entire scale was found as, Cronbach α=.89. These values prove that the scale is reliable.

Since ABS was a 3-factor scale, rotation process was done with varimax technique to find the items having high relations with the factors and to interpret the items easily (Büyüköztürk, 2002: 120). Item-total correlation coefficients of items in the scale at the end of varimax rotation performed for examining factor structures of ABS, results of principal components analysis and load values in three factors are given in Table 1.

Table 1. Item-Total Correlation Coefficients of Items in the Scale at the end of Varimax Rotation, Results of Principal Components Analysis, and Load Values in Three Factors

Order No	Item No	Item-Total Correlation	Common Factor Variance	Factor-1 Load Value	Post-Rotation Load Value		
					Factor-1	Factor-2	Factor-3
1	M4	.49	.53	.54	.18	**.65**	.28
2	M5	.44	.59	.50	.09	**.74**	.20
3	M6	.50	.51	.56	.24	**.65**	.16
4	M8	.48	.60	.53	.17	**.75**	.13
5	M9	.40	.58	.46	.08	**.75**	.08
6	M12	.61	.57	.68	**.74**	.14	.07
7	M13	.62	.59	.69	**.75**	.15	.06
8	M14	.66	.68	.73	**.81**	.12	.07
9	M15	.70	.69	.77	**.80**	.15	.14
10	M16	.71	.67	.77	**.78**	.17	.18
11	M17	.70	.65	.77	**.75**	.28	.07
12	M18	.58	.57	.66	**.75**	.03	.12
13	M21	.60	.55	.68	**.72**	.10	.14
14	M22	.47	.64	.53	.17	.27	**.73**
15.	M23	.42	.70	.46	.09	.21	**.81**
16.	M24	.44	.65	.49	.17	.18	**.76**

The Variance Explained

Total = % 61.00

Factor-1 = % 38.97

Factor-2 = % 14.76

Factor-3 = % 7.27

Cronbach α = .89

Factors were attempted to be named considering the meanings included by items. The first factor was named as “Confidence in Copying with Academic Problems and Difficulties”; the second factor was named as “Ability to Produce Solutions to Academic Problems and Difficulties”; and the third factor was named as “Self-Confidence”.

Upon examination of results of the item analysis performed for evaluating discerning efficiency of items in the scale, it is seen that item-total correlations are at a high level between .40 and .71. This finding indicates that each one of 16 competence expressions has discerning efficiency. Reliability coefficient of the entire scale was found as, Cronbach α=.89. Upon examination of results of the item analysis performed for evaluating discerning efficiency of items in the first factor named as, “Confidence in Copying with Academic Problems and Difficulties”, it is seen that item-total correlation coefficient estimated for each item varies between .66 and .77. Reliability coefficient of the first

factor is, Cronbach α=.91. Upon examination of results of the item analysis performed for evaluating discerning efficiency of items in the second factor named as, "Ability to Produce Solutions to Academic Problems and Difficulties", it is seen that item-total correlation coefficient estimated for each item varies between .56 and .61. Reliability coefficient of the second factor is, Cronbach α=.80. Upon examination of results of the item analysis performed for evaluating discerning efficiency of items in the third factor named as, "Self-Confidence", it is seen that item-total correlation coefficient estimated for each item varies between .56 and .60. Reliability coefficient of the second third is, Cronbach α=.75. These values prove that the scale is reliable.

EES finalized after being administered to pilot study group was administered to 3000 university students included in the study. However, as mentioned before, 48 surveys were excluded from the analysis, because they had not been filled up in accordance with the instructions. After the scale had been administered, data acquired from 2952 people included in analysis were subjected to factor analysis in order to test structure validity of the scale.

As it was mentioned in the development process of ABS; of 18 items subjected to Principal Components Analysis, items with low variances and having factor loads below .45 were removed from the scale in accordance with criteria considered during factor analysis. As a result, 5 items remained.

5 items subjected to Principal Components Analysis are collected under one factor whose eigenvalue is higher than 1.00. Therefore, EES is a single factor scale. Total variance explained by three factors is 47.96%. As it is seen in Table 8, common variances of the single factor defined in regard to items vary between .42 and .58. This finding demonstrates that the single factor explains the majority of total variance in items and the variance related to the scale, and that factor structure of the scale is strong.

Items with factor load value over .45 in the factor analysis were taken. According to this criterion, it is observed that 5 items take place in the single factor, and factor load values vary between .65 and .76. This situation shows that EES has a general factor.

Upon examination of results of item analysis performed in order to evaluate discerning efficiency of items in the scale, it is seen that item-total correlation coefficient varies between .43 and .56. This finding demonstrates that each one of 5 competence expressions has discerning efficiency. Reliability coefficient of the entire scale was found as, Cronbach α=.73. These values prove that the scale is reliable.

Results of factor analysis performed in order to test structure validity of EES and item-total correlation coefficients of items in the scale are given in Table 2.

In Table 2, "Order No" shows numbers of items after the factor analysis, and "Item No" shows numbers before the factor analysis.

Table 2. Item-Total Correlation Coefficients of Items in the Scale and Results of Principal Components Analysis

Order No	Item No	Item-Total Correlation	Common Factor Variance	Factor-1 Load Value
1	M3	.43	.42	.65
2	M4	.49	.48	.69
3	M16	.50	.49	.70
4	M17	.45	.44	.66
5	M18	.56	.58	.76
The Variance Explained				
Total = % 47.96				
Cronbach α = .73				

In the present study, two 5-point Likert Type scales, ABS consisting of 16 item and EES consisting of 5 items, were developed for measuring academic competences and employment expectations of university students in order to determine academic achievement of university students and its effects on their employment expectations.

In analysis of data, the following techniques were employed in accordance with purpose of the study:

1. Factor analysis was performed in order to understand whether ABS and EES consisted of items measuring the same qualification, that is, to test structure validity of the scales. Varimax, a rotation technique, was implemented.

2. In determination of items making up the scales, it was required for factor load to be at least .45 in Principal Components Analysis, for factor load to be minimum .45 at the end of varimax rotation factor analysis and items to be under a single factor, in other words, for the difference between the highest load value in factors and the highest load value following this value to be minimum.10.

3. Reliability coefficients for both of scales and each sub-dimension determined at the end of varimax rotation factor analysis were estimated through Cronbach α formula.

4. The relationship between total scores obtained from the scales and responses to competence expressions in ABS and sub-scales and to expectation expressions in ESS was calculated via Item-Total Correlation technique. In determination of items making up the scales, it was required for item-total correlation coefficients to be over .20.

5. Academic competences of university students were evaluated by using median mod on the basis of the entire scale and sub-dimensions, and employment expectations of university students were evaluated by use of median and mod on the basis of the entire scale.

6. Chi-square test was employed in order to test whether academic competence perceptions of university students varied by variables such as gender, type of the graduated high school, attended university, attended faculty, attended grade and problems that, in their opinion, affect their education; and to test whether their employment expectations varied by variables such as attended university, attended faculty and state of experiencing work life.

7. The relationship between academic competence perceptions of university students and their employment expectations was calculated via Pearson Product-Moment Correlation Coefficient in order to determine the effect of social networks on academic success and employment expectations of the university students.

During chi-square test, in the event that the number of pores with an expected value below 5 exceeded 20% of the total number of pores, combination was performed at the level of rows/columns where the expected value was low in order to increase the number of observations in pores, accordingly to raise the expected values (Büyüköztürk, 2002, p.142). In accordance with this requirement, the response category, "I strongly disagree", which was one of the response categories ("I strongly agree", "I agree", "I am neutral", "I disagree" and "I strongly disagree") for academic competence expressions and employment expectation expressions was combined with the category, "I disagree", which was the preceding category. By this means, it was thought that the number of pores with an expected value below 5 could be reduced below 20%.

3. FINDINGS AND INTERPRETATIONS

Here, findings obtained concerning questions tried to be answered in accordance with purpose of the study are examined and interpreted under two titles.

3.1. How are Academic Competence Perceptions of the University Students?

Descriptive statistics pertaining to academic competence perceptions of university students included in the study are given in Table 3.

Table 3. Academic Competence Levels of the University Students Included in the Study

Academic Competence Expressions	AU		OGU		DPU		General	
	Med.	Mod.	Med.	Mod	Med.	Mod.	Med.	Mod.
1. I believe in myself that I can effectively overcome unexpected situations.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
2. Thanks to strength I have, I know how I can cope with negative conditions.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3. I can solve many problems if I put in necessary effort.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
4. When I encounter a problem, I can produce alternatives for solution of the problem.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
5. When I encounter a problem, I can find the most proper solution to the problem.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
6. I avoid facing difficulties.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
7. I do not think I can copy with most of the problems that I will encounter in the academic life.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
8. I avoid trying to learn new things that seem difficult for me.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
9. I am not very successful in reaching the important goals I set.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
10. I immediately give up if I cannot be successful in the beginning while trying a new thing.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
11. When I encounter unexpected problems, I cannot easily overcome them.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
12. I leave everything incomplete.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
13. I easily admit defeat.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
14. I am a self-confident person.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
15. When I am making a plan, I am sure that I can put it into practice.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
16. If cannot succeed in something in my first trial, I try until I achieve it.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

As it can be seen in Table 3, university students included in the study have high level of agreement with academic competence expressions in ABS both generally and on the basis of universities where

they study. It can be said that this finding obtained in the present study shows parallelism with findings of the study by Demir (2010) titled "Identity Development of University Students: The Relationships Among Identity Status, Social Capital, and Identity Capital". Young people with a high level of academic achievement are in the most advantageous group in terms of social capital variables such as feeling of trust, circle of friends, social support received from others, familial warmth and support, and lecturer's autonomy support (Demir 2010a; Demir 2010b).

In general, there is no difference between university students included in the study in terms of levels of agreement with academic competence expressions.

Three competence expressions with which university students included in the present study agree most are as follows (in order):

- "I can solve many problems if I put in necessary effort."
- "When I encounter a problem, I can produce alternatives for solution of the problem."
- "I am a self-confident person."

Three attitude expressions with which university students included in the present study agree least are as follows (in order):

- "When I am making a plan, I am sure that I can put it into practice."
- "I do not think I can copy with most of the problems that I will encounter in the academic life."
- "I avoid facing difficulties."

Upon examination of these results, it is seen that university students show similar features to the general category in terms of agreement with academic competence expressions, irrespective of universities where they study.

It is seen that there is no difference between university students included in the study in terms of level of agreement with academic competence expressions pertaining to "Confidence in Copying with Academic Problems and Difficulties", "Ability to Produce Solutions to Academic Problems and Difficulties" and "Self-Confidence" apart from above-mentioned competence expressions.

Research findings show that university students included in the study have high levels of agreement with competence expressions pertaining to "Confidence in Copying with Academic Problems and Difficulties", "Ability to Produce Solutions to Academic Problems and Difficulties" and "Self-Confidence", regardless of the universities where they study. Based on this finding, it can be concluded that all of the university students, irrespective of the attended university, generally perceive themselves as academically competent.

3.1.1. Do academic competence perceptions of the university students vary by the faculty they study in?

Results of the chi-square test concerning whether academic competence perceptions of university students participating in the study vary by the attended faculty or whether they are associated with the attended faculty are showed in Table 4.

Table 4. Results of Chi-Square Test concerning Academic Competence Perceptions of University Students in terms of the Attended Faculty

Item No.	Fac.	I Strongly Disagree	I Disagree	I am Neutral	I Agree	I Strongly Agree	Total
1	**χ2=16.068 df=16 p=.448**						
2	**χ2=13.706 df=16 p=.621**						
3	**χ2=10.260 df=16 p=.853**						
4	**χ2=18.073 df=16 p=.320**						
5	**χ2=18.663 df=16 p=.287**						
6	**χ2=16.127 df=16 p=.444**						
7	**χ2=20.192 df=16 p=.212**						
8	**χ2=30.623 df=16 p=.0.17**						
9	**χ2=24.894 df=16 p=.072**						
10	**χ2=21.181 df=16 p=.172**						
11	**χ2=31.169 df=16 p=.010**						
12	**Faculty of Education**	19 %2.9	68 %10.4	72 %11.0	337 %51.3	161 %24.5	657 %100
	Faculty of Letters	12 %2.5	39 %8.2	61 %12.8	270 %56.6	95 %19.9	477 %100
	Faculty of Science	6 %2.4	17 %6.8	21 %8.4	120 %48.2	85 %34.1	249 %100
	Faculty of Economics and Administrative Sciences	12 %1.5	60 %7.6	73 %9.2	396 %50.1	249 %31.5	790 %100
	Faculty of Engineering and Architecture	26 %3.3	80 %10.3	99 %12.7	341 %43.8	233 %29.9	779 %100
	Total	75 %2.5	264 %8.9	326 %11.0	1464 %49.6	823 %27.6	2952 %100 %
	χ2=51.327 df=16 p=.000*						
13	**Faculty of Education**	19 %2.9	74 %11.3	86 %13.1	351 %53.4	127 %19.3	657 %100
	Faculty of Letters	11 %2.3	59 %12.4	70 %14.7	246 %51.6	91 %19.1	477 %100
	Faculty of Science	5 %2.0	19 %7.6	29 %11.6	128 %51.4	68 %27.3	249 %100

	Faculty of Economics and Administrative Sciences	20 %2.5	61 %7.7	89 %11.3	422 %53.4	198 %25.1	790 %100
	Faculty of Engineering and Architecture	22 %2.8	79 %10.1	114 %14.6	359 %46.1	205 %26.3	779 %100 %
	Total	77 %2.6	292 %9.9	388 %13.1	1506 %51.0	689 %23.3	2952 %100 %
	χ2=34.161 df=16 p=.005*						
14	**χ2=27.334 df=16 p=.038**						
15	**χ2=30.408 df=16 p=.016**						
16	**χ2=15.329 df=16 p=.501**						

***p<.01 **p<.05**

Upon examination of Table 4, it is seen that there is a significant (p<.01 and p<.05) difference (by gender) between levels of agreement of university students with the items 12 and 13 of "16" items in the scale.

3.1.3. Do academic competence perceptions of the university students vary by problems that, in their opinion, affect their education?

Results of the chi-square test concerning whether academic competence perceptions of university students participating in the study vary by problems that, in their opinion, affect their education or whether they are associated with problems that, in their opinion, affect their education are showed in Table 5.

Table 5. Results of Chi-Square Test concerning Academic Competence Perceptions of the University Students in terms of problems that, in their opinion, affect their education

Item No.	Problem	I Strongly Disagree	I Disagree	I am Neutral	I Agree	I Strongly Agree	Total
1	**χ2=23.891 df=15 p=.067**						
2	**χ2=17.169 df=15 p=.309**						
3	**χ2=18.508 df=15 p=.237**						
4	**χ2=14.735 df=15 p=.471**						
5	**χ2=19.686 df=15 p=.184**						
6	**χ2=21.531 df=15 p=.121**						
7	**Friend Relationships**	-	126 %16.6	156 %20.5	312 %41.0	167 %21.9	761 %100
	Family	-	49 %21.9	63 %28.1	72 %32.1	40 %17.9	224 %100
	Health	-	16 %10.5	24 %15.8	73 %48	39 %25.7	152 %100
	Accommodation	-	35 %18.1	45 %23.3	71 %36.8	42 %21.8	193 %100
	Economy	-	113 %13	190 %21.9	340 %39.2	225 %25.9	868 %100
	None	-	57 %16.2	77 %21.9	141 %40.2	76 %21.7	351 %100
	Total	-	396 %15.5	555 %21.8	1009 %39.6	589 %23.1	2549 %100
	χ2=34.388 df=15 p=.003*						
8	**χ2=23.724 df=15 p=.070**						
9	**Friend Relationships**	-	81 %10.6	124 %16.3	313 %41.1	243 %31.9	761 %100
	Family	-	40 %17.9	45 %20.1	90 %40.2	49 %21.9	224 %100
	Health	-	15 %9.9	19 %12.5	62 %40.8	56 %36.8	152 %100
	Accommodation	-	26 %13.5	34 %17.6	77 %39.9	56 %29	193 %100
	Economy	-	84 %9.7	119 %13.7	361 %41.6	304 %35	868 %100
	None	-	41 %11.7	55 %15.7	128 %36.5	127 %36.2	351 %100
	Total	-	287 %11.3	396 %15.5	1031 %40.4	835 %32.8	2549 %100
	χ2=32.817 df=15 p=.005						
10	**χ2=24.342 df=15 p=.060**						
11	**χ2=27.968 df=15 p=.022**						
12	**Friend Relationships**	-	81 %10.6	124 %16.3	313 %41.1	243 %31.9	761 %100

	Family	-	40 %17.9	45 %20.1	90 %40.2	49 %21.9	224 %100
	Health	-	15 %9.9	19 %12.5	62 %40.8	56 %36.8	152 %100
	Accommodation	-	26 %13.5	34 %17.6	77 %39.9	56 %29	193 %100
	Economy	-	84 %9.7	119 %13.7	361 %41.6	304 %35	868 %100
	None	-	41 %11.7	55 %15.7	128 %36.5	127 %36.2	351 %100
	Total	-	287 %11.3	396 %15.5	1031 %40.4	835 %32.8	2549 %100
	χ2=42.390 df=15 p=.000*						
13	**Friend Relationships**	-	81 %10.6	124 %16.3	313 %41.1	243 %31.9	761 %100
	Family	-	40 %17.9	45 %20.1	90 %40.2	49 %21.9	224 %100
	Health	-	15 %9.9	19 %12.5	62 %40.8	56 %36.8	152 %100
	Accommodation	-	26 %13.5	34 %17.6	77 %39.9	56 %29	193 %100
	Economy	-	84 %9.7	119 %13.7	361 %41.6	304 %35	868 %100
	None	-	41 %11.7	55 %15.7	128 %36.5	127 %36.2	351 %100
	Total	-	287 %11.3	396 %15.5	1031 %40.4	835 %32.8	2549 %100
	χ2=40.820 df=15 p=.000						
14	**χ2=20.874 df=15 p=.141**						
15	**χ2=24.143 df=15 p=.063**						
16	**χ2=14.655 df=15 p=.477**						

*p<.01 **p<.05

Upon examination of Table 5, it is seen that there is a significant (p<.01 and p<.05) difference (by gender) between levels of agreement of university students with the items 7, 9, 12 and 13 of "16" items in the scale.

3.2. How Are Employment Expectations of the University Students?

Descriptive statistics pertaining to employment expectations of university students included in the study are given in Table 6.

Table 6. Employment Levels of University Students Included in the Study

Employment Expectation Expressions	AU		OGU		DPU		General	
	Med.	Mod	Med.	Mod	Med.	Mod	Med.	Mod
1. The education I receive will be enough for me to find a job.	3.00	3.00	4.00	4.00	3.00	3.00	3.00	3.00
2. I believe that I will be successful in employment tests I will take after completing my undergraduate education.	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3. I think I will be able to find a job with a wage higher than wage levels effective in the market.	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4. I think I will find a job in maximum one year.	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00
5. I have confidence in my academic competences for my job applications to go well and come to a successful conclusion.	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00

As it is seen in Table 6, levels of agreement of university students included in the study with academic competence expressions in EES were not very low or were at medium level both generally and on the basis of the universities where they studied. It can be said that this research finding shows parallelism with research findings obtained in the study by Seibert et al. (2001) titled “A Social Capital Theory of Career Success”. Seibert et al. had found a significant relationship between sizes of social networks people had and their career goals. Social networks of graduates and thus their social capitals are guiding for students to acquire information about labor market, and to set their career goals.

As it can be seen in Table 6, in terms of levels of agreement with expressions related to employment expectations, there is a difference between levels of agreement of university students included in the study especially in the item 1 about finding the education they receive enough for employability besides expressions in the items 4 and 5 on the basis of universities where they study.

3.2.1. Do employment expectations of the university students vary by the faculty they study in?

Results of the chi-square test concerning whether employment expectations of university students participating in the study vary by the faculty they study in or whether they are associated with the faculties they study in are showed in Table 7.

Table 7. Results of Chi-Square Test concerning Employment Expectations of University Students in terms of Attended Faculty

Item No.	Problem	I Strongly Disagree	I Disagree	I am Neutral	I Agree	I Strongly Agree	Total
1	Faculty of Education	35 %5.3	89 %13.5	228 %34.7	210 %32	95 %14.5	657 %100
	Faculty of Letters	44 %9.2	75 %15.7	196 %41.1	109 %22.9	53 %11.1	477 %100
	Faculty of Science	30 %12	40 %16.1	111 %44.6	58 %23.3	10 %4	249 %100
	Faculty of Economics and Administrative Sciences	92 %11.6	161 %20.4	329 %41.6	152 %19.2	56 %7.1	790 %100
	Faculty of Engineering and Architecture	63 %8.1	105 %13.5	99 %12.7	313 %40.2	97 %12.5	779 %100
	Total	264 %8.9	470 %15.9	1177 %39.9	730 %24.7	311 %10.5	2952 %100 %
	χ2=97.353 df=16 p=.000*						
2	Faculty of Education	16 %2.4	40 %6.1	221 %33.6	273 %41.6	107 %16.3	657 %100
	Faculty of Letters	13 %2.7	35 %7.3	147 %30.8	193 %40.5	89 %18.7	477 %100
	Faculty of Science	6 %2.4	23 %9.2	100 %40.2	91 %36.5	29 %11.6	249 %100
	Faculty of Economics and Administrative Sciences	21 %2.7	72 %9.1	303 %38.4	296 %37.5	98 %12.4	790 %100
	Faculty of Engineering and Architecture	18 %2.3	38 %4.9	250 %32.1	347 %44.5	126 %16.2	779 %100 %
	Total	74 %2.5	208 %7	1021 %34.6	1200 %40.7	449 %15.2	2952 %100

							%
	χ2=38.828 df=16 p=.001*						
3	**Faculty of Education**	44 %6.7	128 %19.5	306 %46.6	124 %18.9	55 %8.4	657 %100
	Faculty of Letters	41 %8.6	79 %16.6	197 %41.3	101 %21.1	59 %12.4	477 %100
	Faculty of Science	20 %8	37 %14.9	112 %45	58 %23.3	22 %8.8	249 %100
	Faculty of Economics and Administrative Sciences	52 %6.6	121 %15.3	361 %45.7	172 %21.8	84 %10.6	790 %100
	Faculty of Engineering and Architecture	35 %4.5	90 %11.6	305 %39.2	234 %30	115 %14.8	779 %100 %
	Total	192 %6.5	455 %15.4	1281 %43.4	689 %23.3	335 %11.3	2952 %100 %
	Faculty of Education						
4	**Faculty of Letters**	42 %6.4	84 %12.8	249 %37.9	199 %30.3	83 %12.6	657 %100
	Faculty of Science	43 %9	62 %13	178 %37.3	117 %24.5	77 %16.1	477 %100
	Faculty of Economics and Administrative Sciences	12 %4.8	22 %8.8	107 %43	80 %32.1	28 %11.2	249 %100
	Faculty of Engineering and Architecture	44 %5.6	79 %10	331 %41.9	217 %27.5	119 %15.1	790 %100
	Total	31 %4	69 %8.9	232 %29.8	279 %35.8	168 %21.6	779 %100 %
	Faculty of Education	172 %5.8	316 %10.7	1097 %37.2	892 %30.2	475 %16.1	2952 %100 %

	χ2=79.992 df=16 p=.000*						
5	**Faculty of Education**	9 %1.4	44 %6.7	231 %35.2	221 %33.6	152 %23.1	657 %100
	Faculty of Letters	21 %4.4	44 %9.2	163 %34.2	150 %31.4	99 %20.8	477 %100
	Faculty of Science	12 %4.8	21 %8.4	93 %37.3	96 %38.6	27 %10.8	249 %100
	Faculty of Economics and Administrative Sciences	45 %5.7	90 %11.4	306 %38.7	230 %29.1	119 %15.1	790 %100
	Faculty of Engineering and Architecture	26 %3.3	42 %5.4	246 %31.6	317 %40.7	148 %19	779 %100 %
	Total	113 %3.8	241 %8.2	1039 %35.2	1014 %34.3	545 %18.5	2952 %100 %
	χ2=85.123 df=16 p=.000*						

*p<.01 **p<.05

Upon examination of Table 7, it is seen that there is a significant (p<.01 and p<.05) difference (by gender) between levels of agreement of university students in all of the "5" items in the scale.

Research findings demonstrate that university students included in the study have medium level of agreement with expressions related to employment expectations, regardless of the universities where they study. Based on this finding, it can be concluded that, regardless of the attended university, all of the university students have employment expectations (though at a low level in general).

3.2.2. Do employment expectations of the university students vary by state of experiencing work life?

Results of the chi-square test concerning whether employment expectations of university students participating in the study vary by state of experiencing work life or whether they are associated with state of experiencing work life are showed in Table 8.

Table 8. Results of Chi-Square Test concerning Employment Expectations of University Students in terms of State of Experiencing Work Life

Item No.	Problem	I Strongly Disagree	I Disagree	I am Neutral	I Agree	I Strongly Agree	Total
1	**χ2=12.147 df=4 p=.016**						
2	**χ2=10.464 df=4 p=.033**						
3	**χ2=13.817 df=4 p=.008**						
4	**Yes**	63 %5	118 %9.4	462 %36.6	810 %48.3	339 %18.0	1262 %100
	No	106 %6.4	194 %11.7	625 %37.7	497 %30	235 %14.2	1657 %100
	Total	169 %5.8	312 %10.7	1087 %37.2	882 %30.2	469 %16.1	2919 %100
	χ2=14.943 df=4 p=.005*						
5	**χ2=9.070 df=4 p=.059**						

*p<.01 **p<.05

Upon examination of Table 8, it is seen that there is a significant (p<.01 and p<.05) difference between levels of agreement of university students with expressions included in the item 4 among "5" items according to state of experiencing work life. Based on the results, it can be said that OGU students have higher employment expectations in comparison to AU and DPU students in terms of state of experiencing work life.

3.3. What Is the Relationship Between Academic Competence Perceptions and Employment Expectations of the University Students?

The relationship between academic competence perceptions and employment expectations of university students included in the study is showed in Table 9.

Table 9 Correlations Between Academic Competence Perceptions and Employment Expectations of the University Students Included in the Study?

	1	2	3	4	5
1	.08*	.16*	.11*	.13*	.18*
2	.07*	.13*	.11*	.11*	.13*
3	.06*	.12*	.05*	.09*	.12*
4	.03	.11*	.11*	.11*	.14*
5	.06*	.12*	.10*	.11*	.15*
6	-.03	.05*	.01	.03	.06*
7	-.02	.07*	-.00	.04**	.06*
8	-.02	.06*	-.00	.00	.05*
9	-.00	.08*	-.00	.03	.07*
10	-.00	.06*	.01	.03	.07*
11	-.02	.05*	.02	.03	.05*
12	-.04**	.03	.07*	-.03	.01
13	-.04**	.05**	-.03	.00	.05*
14	.06*	.14*	.08*	.09*	.15*
15	.10*	.18*	.10*	.08*	.18*
16	.09*	.13*	.08*	.08*	.16*

*p<.01 **p<.05

As it can be seen in Table 9, in general, there is a high level positive and significant relationship between academic competence perceptions and employment expectations of the university students included in the study. This result reveals that academic competences and employment expectations of the university students show a change in the same direction, and complement one another. Based on this result, it can be said that students who generally perceive themselves as academically competent have employment expectations. However, upon examination of Table 9, it is seen that there is no significant difference between academic competence perceptions and employment expectations of the university students included in the study in terms of some items. Accordingly, there is no significant difference between;

- Academic competences of the university students such as “Ability to produce alternatives for solution of the problem when a problem is encountered”, “Avoiding facing difficulties”, “Capability to copy with most of the problems to be encountered in the academic life.”, “Trying to learn new things that seem difficult ”, “Being successful in reaching the important goals set”, “Insisting on being successful while trying new things” and “Easily overcoming unexpected problems when such problems are encountered” and their expectations for “the education they receive to be enough for them to find a job.”,
- Academic competences of the university students such a “Avoiding facing difficulties”, “Capability to copy with most of the problems to be encountered in the academic life”, “Trying to learn new things that seem difficult ”, “Being successful in reaching the important goals set”, “Insisting on being successful while trying new things”, “Easily overcoming unexpected problems

when such problems are encountered" and "Not easily admitting defeat" and their expectations like "Being able to find a job with a wage higher than wage levels effective in the market",

- Academic competences of the university students such a "Avoiding facing difficulties", "Capability to copy with most of the problems to be encountered in the academic life", "Trying to learn new things that seem difficult ", "Being successful in reaching the important goals set", "Insisting on being successful while trying new things", "Easily overcoming unexpected problems when such problems are encountered", "leaving nothing incomplete" and "Not easily admitting defeat" and their expectations like "Finding a job in maximum one year",
- Academic competences of the university students such as "leaving nothing incomplete" and their expectations like "Being successful in employment tests to be taken after completing the undergraduate education" ,
- Academic competences of the university students such as "leaving nothing incomplete" and their expectations like "Having confidence in the academic competences for job applications to go well and come to a successful conclusion."

4. CONCLUSION AND RECOMMENDATIONS

Two scales, "Academic Behavior Scale" (ABS) and "Employment Expectation Scale" (EES), were developed in order to determine the relationship between academic achievement and employment expectations of the university students. Chi-square test was employed in order to test whether academic competence perceptions of university students varied by variables such as gender, type of the graduated high school, attended university, attended faculty, attended grade and problems that, in their opinion, affect their education; and to test whether their employment expectations varied by variables such as attended university, attended faculty and state of experiencing work life.

- It is seen that university students included in the study have high level of agreement with academic competence expressions in ABS both generally and on the basis of universities where they study. In general, there is no difference between university students included in the study in terms of levels of agreement with academic competence expressions.

- Research findings show that university students included in the study have high levels of agreement with competence expressions pertaining to "Confidence in Copying with Academic Problems and Difficulties", "Ability to Produce Solutions to Academic Problems and Difficulties" and "Self-Confidence", regardless of the universities where they study. Based on this finding, it can be concluded that all of the university students, irrespective of the attended university, generally perceive themselves as academically competent.

- University students included in the study respond to expressions pertaining to confidence in coping with academic problems and difficulties with response category, "I agree".

- University students included in the study respond to expressions pertaining to ability to produce solutions to academic problems and difficulties with response category, "I agree". This finding indicates that levels of agreement of university students included in the study with expressions pertaining to ability to produce solutions to academic problems and difficulties were above the medium level, though not at a very high level. Based on this finding it can be said that university students included in the study perceive themselves competent to produce solutions to academic problems and difficulties.

- It is seen that levels of agreement of university students included in the study with academic competence expressions in EES were not very low or were at medium level both generally and on the basis of the universities where they studied.

- It is seen that university students included in the study agree most with the expression, "I believe that I will be successful in employment tests I will take after completing my undergraduate education." among expressions related employment expectations of the university students; and they agree least with the expression, "I think I will be able to find a job with a wage higher than wage levels effective in the market." among expressions related employment expectations of the university students.

- Research findings demonstrate that university students included in the study have medium level of agreement with expressions related to employment expectations, regardless of the universities where they study. Based on this finding, it can be concluded that, regardless of the attended university, all of the university students have employment expectations (though at a low level in general).

Based on findings and conclusion of this study, the following recommendations can be made to enable university students included in the study to develop positive attitudes concerning their employment expectations and to improve negative conditions which the students encounter in this regard:

- It is seen that university students have high level of agreement with academic competence expressions in ABS. In general, there is no difference between levels of agreement of university students with academic competence expressions. However, measures to enable employment expectations of students to be higher in parallel with that should be taken.

- Previous research suggests that factors like trust that affect social capital have a positive influence on success levels of the university students. Thus, certain measures should be taken to increase especially the generalized trust among university students.

- Considering that university students experience problems arising from friend relationships and families during their education and this situation has a negative effect on their academic success, it is thought that teachers should be supported in regard to these topics.

Results obtained within the scope of the study demonstrate that the scale is valid and reliable for data acquired from the study group. For determining validity of the factor structure in particular, it is important that reliability and validity studies of similar nature are conducted with young people studying in different universities not included in the presents study and the performed analyses are compared. Studies of similar nature should be conducted with young people studying in different universities by using Academic Behavior Scale (ABS) and Employment Expectation Scale (EES) in different groups, and obtained results should be compared with results of the present study. It can be recommended to conduct a similar study with variables such as family background, membership to non-governmental organizations and level of participating in voluntary activities.

Investigating the effects of social networks on academic achievement and employment expectations of the university students, this study is important in terms of determination of factors that are influential in employment as well as revealing measures required to be taken for increasing academic achievement of the university students. In addition, this study will be guiding for policies aimed at improvement of social network conditions leading to inequalities between individuals in terms of academic achievement.

In this regard, this project, which has been carried out in order to determine the effect of academic achievement of the university students on their employment expectations, will provide a data source for and steer;

- Educational policies of governments,
- Social policies of governments,
- Employment policies of governments,
- Centralized policies of universities aimed at increasing academic success of the students,
- Relations of universities with the business world,
- Post-graduation interrelations of universities with their students,
- Attitudes of students towards universities,
- Research by universities,
- Competition of universities with one another.

Moreover, it is expected that research findings will make an important contribution to researchers doing research on the topics of social capital and employment expectation as well as to national and international literature.

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