Aslan, A. E. & Kurter, F. (2012). Qualitative Inquiry on the Career Development of College Students in Turkey. University of Wisconsin Careers Conference. USA:
TUESDAY, JANUARY 31

Roundtable Sessions I

All Roundtable Sessions are located in Senate A/B (Main Floor). Choose 3 presentations (20 minutes each) from the following group.

R14 Renaissance Academy: Preparing Youth for the World of Work [H, A] STW

Not all high school students excel in traditional education settings and need alternate paths with different approaches. Renaissance Academy’s philosophy is to prepare the student for the world of work in terms of focused hands-on learning. Learn more about the needs of these youth and methods used to help them excel. Repeats as Concurrent 102.

Linda Berg, Coordinator, and Anne Buchholz, Teacher, Renaissance Alternative Charter Academy, River Falls, WI

R15 Career Stories of University Students and Implications for Career Counseling [P, A] COUNS

The presenters will discuss career development as a concept from a systemic perspective, along with implications for career counseling, based on the results of a qualitative research study on the career development of college students in Turkey. The stories are a result of semi-structured interviews, which enabled the researchers to study how different individual and contextual factors influenced the career development of participating students.

Fulya Kurter, GCD Program Coordinator, Bahcesehir University, and Ayse Esra Aslan, Professor, Marmara University, Istanbul, Turkey

R16 Transitioning Students From Secondary to Postsecondary [H, P] CTE

The Kishwaukee Education Consortium has helped their seniors in the CTE programs to make a smooth transition from high school to community college. They have developed a transition program where seniors have all necessary testing, financial aid, orientation, and counseling in place by April of their senior year. This session will help participants to prepare students who do not have parental help to get ready for college. Repeats as Concurrent 49.

Tom Crouch, Executive Director, Krystal Templin, Special Needs Coordinator, Carol Quenett, Career Development Coordinator, Heather McCoy, Kishwaukee Education Consortium, Malta, IL

R17 Parents and Math are Career Components: P + M = CC [ALL] STW

Parental influence and mathematical value are key components which influence an individual’s career choice. This session will provide practical information to help students on their journey to a fulfilling life career. Participants will engage in math problem solving activities which focus on national Common Core State Standards for mathematics. Repeats as Concurrent 69.

Edna Bazik, National Louis University, Lisle, IL; and Anna Marie Yates, Assistant Professor, National Louis University, Arlington Heights, IL

R18 Career Day: All You Need Are Donuts and a Smile [M, H] CTE

This session will provide information on organizing a school-wide career day on a shoestring budget. The presenters will provide a template for how to organize the event annually, including space allocation, staff involvement, and community outreach. Repeats as Concurrent 90.

John Tadla, James Malec, and Aaron Villette, Guidance Counselors, and Brian Nolan, Director of Guidance, Victor J. Andrew High School, Tinley Park, IL

R19 Who Are Career Development Facilitators... and What Do They Do? [All] PD

With the increasing need for qualified individuals to assist students and adults to develop lifelong career development and employability skills, the number of Career Development Facilitators (CDFs) is growing nationwide. This session will address the process of becoming a certified CDF through the Center for Credentialing and Education. You will talk with recent CDF graduates about the course requirements, curriculum, and how this certification can help you reach your personal and professional goals. Repeats as Roundtable 99.

Abbe Meiling, Cooperative Education Coordinator, Randolph Technical Career Center, Randolph, VT; and Laura Lane, Career Development Facilitator, Waunakee, WI
QUALITATIVE INQUIRY ON THE CAREER DEVELOPMENT OF COLLEGE STUDENTS IN TURKEY

Esra A. Aslan
Fulya Kurter

The recent review of the career development literature suggests, apart from structured and formal assessment and interventions based on trait and factor approach in career counseling, there is a movement towards "contemporary approaches" which involves study of contextual factors and more use of structured/ informal assessment in the field.

When understanding the career development of college students the cultural, psycho-social factors are needed to be discussed in addition to the individual variables. In order to do so, a qualitative study was conducted which is compatible with basic principles of constructivist perspective.

PURPOSE: The purpose of this study was to understand the career development experiences of college students in Turkey based on a group of undergraduate students studying at different departments of Bahcesehir University, Istanbul. Career development was discussed based on the participants past career related decisions, current actions and thoughts and personal reflections about their future career. How different factors influence different career related decisions of the group considering the dynamics of the country is presented since in Turkey, national examinations are crucial to study at a university level and the competition is so high and relational and other contextual influences vary.

METHOD of the STUDY: Among the qualitative research methods, phenomenological research model was employed in this study.

Participants: The participants were composed of 14 (6 female and 8 male) volunteer undergraduate students from different departments, and different grade levels studying at Bahcesehir University (Istanbul) in the 2009-2010 academic year.

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- The researcher emphasized that career development constituted more than the sum of the influences that became evident during specific career decisions, and suggested the importance of emotions in career development.

- The importance of investigation of family of origin in terms of their vocational history, influences of migration in the family history and ethnic background was supported.

- How geographic location, educational institutions and role of chance events can become evident during career development were also presented.

- The themes such as expectations, self-efficacy, perception of occupations and meaning attributed to them, values and interests, as well as some contextual variables such as family of origin, family, peers, other relations, media, educational institutions, political and economic decisions, etc. were discussed within the career development domain based on individual summaries of the participants. For example how can country’s political climate of that time can be influential in the vocational and educational development of the parents and then in return can influence the individual’s choices?.

**Anahtar Kelimeler:** Career development, context, university students, phenomenology, systems theory framework.
ME & MY PROFESSOR

Career development was discussed based on the participants' past career-related decisions, current career-related actions and thoughts, and personal reflections about their future career.

Participants:

- Both convenience and purposive sampling were used.
The characteristics and background information about parents and siblings can be important clues for subjective world

**Example:**
One of the participants reported that her parents’ too much involvement in politics led her to become avoidant and reactive towards these topics since she was exposed too many related TV programs and political debates among her parents.

Reflection of parents’ own personal past experiences and history can be connected to the historical trends as well.

**EXAMPLES:**

- Few students’ fathers had to drop college because of the unstable and violent atmosphere before the military coup in 1980, in Turkey which influenced the chain of events in the family.
- One student reported that because his father was an activist and fighting for revolution in those years suffered a lot and felt very inhibited as a leftist. He mentioned how his father was sensitive about the political tendencies and dominant culture of the university during discussing alternatives for himself.

Sometimes new connections as a result of “coincidental” meetings can have significance in changing one’s path...

- To talk about “unexpected” actors that were part of the process of career development may provide insight to the individual to see that the person can take advantage of these through a conscious decision such as developing skills to be more communicative and “experimental”.

Talking about social system and environmental factors can help the person to understand his/her own dynamics and values.

- When I first began to work there, I was exposed to the racism and stereotyping that department’s culture was the technical service. There were about 25 people. It was the 80s with men-only rules and my father’s name, the dominant person. I felt...

- Yes, this is possible. For first examination students they can sometimes differ. I was another third student in the department. The department invited him, and my problem would be all. But I feel that the dominance was great and took myself to problems.

- More importantly, this helps them to tell their lives. Also, I had my identity as a vector person, as I felt it. “About Them” would be: a story of my experience. My mother had told me all about it. My life was filled with her memory. She was always present. When I was told that my mother would help me in speaking about my life. It was a great help and check your facts account. That’s important. What can I offer? I felt I did not.

- However, I feel that you can help me.

- I take advantage of the opportunities and sometimes I got failure. I think it will happen. They give me more experience. Also, I should work with the frame prediction that integrated. They extended me to the point. Also, when something came out, there was a possibility...

(Students from Computer Engineering)

As Mitchell, Levin and Embreeb (Planned Incongruence, 1999) and Gelatt (Resiliens, uncertainty, 1999) mention in their theories, suggesting an attitudinal change towards uncertainty is one of the keys to deal with career issues.

- Some used, used phrases like “KISMET” when talking about situations that are yet unknown to them such as “what sort of job will it be after graduation”.

- “KISMET” refers to an attitude such as “what ever life brings.” I don’t want to see it. It refers to a kind of acceptance and trust to whatever God will offer in time about the situation.

- During the interviews, especially when talking about future career plans, this attitude seems to have an anxiety-reducing role.