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Abstract

The aim of this study is to examine the academic career awareness of prospective Turkish and Turkish language and literature teachers. It is important in terms of contributing to the field due to the limited studies conducted at the undergraduate level to examine the academic career awareness of prospective Turkish and Turkish language and literature teachers. Relational survey model, one of the quantitative research methods, was used in the study. In the 2022-2023 academic year, Atatürk University Faculty of Education Turkish and Turkish language and literature teacher candidates who continue to teach Turkish and Turkish language and literature at the 1st grade level 131; at the 2nd grade level 85; at the 3rd grade level 133 and at the 4th grade level 87 in total 436 teacher candidates were voluntarily included in the study group using the convenience sampling method. personal information form and academic career awareness scale developed by the researcher himself were used as data collection tools in the research. In the study, it was determined that there were significant differences between the mean scores of the participants according to their gender and grade levels. On the other hand, it was determined that there was no significant difference between the career awareness levels of the participants according to the types of high schools they graduated from and their economic income levels according to the mean scores they obtained from the career awareness scale.

Introduction

Academic career and academic career awareness are becoming increasingly important in various fields today. Developments in information and technology, which have emerged very rapidly in the global world, have encouraged people, institutions and workplaces that do not want to be left out of this process to react quickly. All nations have been affected by the new situations brought about by this change in every aspect from education, health, politics, economy, socialization to cultural life. It has become desirable to train qualified people who will understand and interpret these new situations and determine their direction and course accordingly, and to prepare opportunities to support the research and development activities (R&D) that this qualified manpower will need. Especially since the field of education is a field that supports and affects all other fields, it is a desired and desirable situation to create awareness of postgraduate education in the fields that students are interested in current issues during their undergraduate education.

Career is a person's activities, progression, training, responsibilities, promotions during work. Career is largely

related to the individual person, but especially an upward movement is expected (Albay & Serbes, 2017; Öztürk, 2023). The management of various tasks, behaviors and experiences over time within employers and organizations with scholars working in research, teaching and/or administrative positions in academic and higher education settings is called academic career development (Garza, 2022; Zacher et al., 2019). In addition to providing students with theoretical and practical knowledge, universities are obliged to produce value, support innovative ideas and create a social environment to support students in this direction (Işık & Erdem, 2018). The most important point to be considered while providing career awareness services to students in the university period is to enable students to gain more adaptable, flexible and future-oriented career awareness about their current and future careers (Brown & Lent, 2013). According to Güldü and Kart (2017), career planning involves understanding who people are, exploring and planning what they will do in the future and where they want to be. Individuals' academic career plans start with postgraduate education (Sevinç, 2001). Making career plans in accordance with students' career tendencies after graduation is a separate process from determining career goals (Kaval & Gökoğlan, 2020). Career awareness is considered as a factor that enables individuals to set career goals, use the educational tools they need to achieve these goals, and encourage them to make more appropriate career decisions individually throughout their career development process (Oesch & Bower, 2009). It is possible to say that academic career awareness, which is evaluated under the concept of career awareness, covers both the process of continuing postgraduate education and the process of becoming an academic as a profession (Dağyar et al., 2021). Postgraduate education is education programs that can offer the opportunity to specialize in any field at a higher level than undergraduate education and provide academic professional skills (Aitken, Currey, Marshall, & Elliott, 2008). Since the quality of education depends on the quality of teachers, increasing the quality of teachers is also very important (Barber & Mourshed, 2007; Kaçan, 2004). The professional skills gained by postgraduate education also motivate teachers in terms of their professional development (Kovalchuck & Vorotnykova, 2017).

When the related literature is examined, there are studies on the awareness of teachers studying postgraduate education in the department of educational programs and teaching towards the program (Kuloğlu, 2022; Punzalan, 2022).), the views of graduate students in the field of educational programs and teaching on the postgraduate education process (Dursun & Yar Yıldırım, 2020), teachers' views on postgraduate education (Serin & Ergin-Kocatürk, 2019); evaluation of postgraduate education in terms of career development of teachers (Aktan, 2020).

This study is expected to contribute to the field due to the limited number of studies conducted at the undergraduate level to examine the academic career awareness of prospective Turkish and Turkish language and literature teachers. In addition, it is thought that it will guide the studies to be conducted in different fields at undergraduate level for career awareness. The aim of this study is to examine the academic career awareness of prospective Turkish and Turkish language and literature teachers. In line with this purpose, answers to the following questions were sought.

1. Is there a significant difference between the mean scores of Turkish and Turkish language and literature teacher candidates from the academic career awareness scale and their gender?
2. Is there a significant difference between the mean scores of Turkish and Turkish language and literature teacher candidates from the academic career awareness scale and their grade levels?
3. Is there a significant difference between the mean scores of prospective Turkish and Turkish language

and literature teachers from the academic career awareness scale and the types of high schools they graduated from?

4. Is there a significant difference between the mean scores of prospective Turkish and Turkish language and literature teachers from the academic career awareness scale and their economic income?

Method

Research Design

The aim of this study is to examine the relationship between the academic career awareness of prospective Turkish and Turkish language and literature teachers and various variables. In the relational survey model, it is aimed to determine the existence of change between two or more than two variables (Bahtiyar & Can, 2016). The correlational survey model is to reveal the relationship or effect between two different quantitative variables through a correlation coefficient (Fraenkel et al., 2012).

Working Group

In the 2022-2023 academic year, a total of 436 prospective teachers (131 at the 1st grade level, 85 at the 2nd grade level, 133 at the 3rd grade level, and 87 at the 4th grade level) who were attending Atatürk University Faculty of Education Turkish and Turkish language and literature teaching program were voluntarily included in the study group using convenience sampling method. Convenience sampling is based on items that are completely available, quick and easy to reach (Patton, 2005). In addition, it was determined that 286 of the participants were female and 150 of them were male Turkish and Turkish Language and Literature pre-service teachers.

Data Collection Tools

In this study, which was conducted to examine the academic career awareness of prospective Turkish and Turkish language and literature teachers, the personal information form and the academic career awareness scale developed by the researcher himself were used as data collection tools. In the personal information form, the participants were asked questions about their gender, grade level, type of high school they graduated from and their economic income status. In order to determine the participants' academic career awareness, which is the independent variable, the "Academic Career Awareness Scale-ACAS" developed by (Dağyar; Kasalak & Uğurlu, 2021) was used. According to the results of reliability and validity analyses, the scale consists of a total of 31 items and 4 dimensions. The total variance explained by the scale is 61.72%. Cronbach Alpha internal consistency coefficient for the whole scale was calculated as .971.

Data Analysis

The data analysis process was carried out in stages. In the first stage, the suitability of the data obtained from the participants for parametric tests was evaluated. In this context, some analyses were made to determine whether the data met the normality and homogeneity assumptions. The descriptive statistics obtained for the academic

career awareness scale at undergraduate level are presented in Table 1.

Table 1. Descriptive Statistics and Correlation Table

	N	\bar{X}	SS	Min.	Max.	Skewness	kurtosis	1	2	3	4	5
EEOCIFI	436	2.15	.694	1	4	.471	-.300	1	.714**	.807**	.763**	.947**
LETAIF	436	2.46	.695	1	4	.209	-.388		1	.656**	.734**	.846**
LEMOKIF	436	1.87	.720	1	4	.870	.200			1	.803**	.902**
LEBKIFF	436	2.13	.870	1	4	.594	-.510				1	.886**
AKFÖ	436	16.68	5072	8	31	.609	-.132					1

Since the kurtosis and skewness values are between ,947 and ,714 in Table 1, it is considered that the data set has a normal distribution. Another assumption for parametric tests is that the data set shows a homogeneous distribution. In this direction, Levene's test was applied to test whether the data set has a homogeneous distribution.

The t test and ANOVA were used to determine the significance of the difference between the mean scores obtained from the participants with homogeneous distribution and gender, grade level, type of high school graduated from and economic income. The analyses were performed with SPSS 22.0 package program.

Results

In this section, it was examined whether the mean scores of the participants' academic career awareness at undergraduate level differed significantly in terms of gender, grade level, type of high school graduated from and economic income variables.

Independent samples t test was used to determine whether there was a difference between the mean scores of the participants' academic career awareness scale and its sub-dimensions at undergraduate level and their gender. In this context, firstly, Levene homogeneity test was performed to determine the homogeneity of the scores obtained from the participants. As a result of Levene's homogeneity test, the Academic Career Awareness Scale ($F= 1.543$, $p>.05$) and awareness of being a lecturer/working conditions ($F= .107$, $p>.05$), awareness of the definition and purpose of graduate education ($F= 2.898$, $p>.05$), awareness of the conditions for graduating from graduate education ($F= 5.556$, $p>.05$), awareness of the conditions for applying to graduate education ($F= 3.201$, $p>.05$). After it was determined that the scores obtained from the participants showed a homogeneous distribution, t-test for independent samples was applied and the results obtained are presented in Table 2.

When Table 2 is examined, it is seen that there is no significant difference between the mean scores of the sub-dimensions of "Awareness of the conditions of being a lecturer/working conditions" [$t(434) = 1.647$, $p>.05$], "Awareness of the conditions of graduating from graduate education" [$t(434) = 4.367$, $p>.05$] and gender of the participants. However, it is seen that there is a significant difference in the Academic Career Awareness Scale [$t(434) = 2.660$, $p<.05$] and "Awareness of the conditions of application to graduate education" [$t(434) = 1.772$, $p<.05$], "Awareness of the definition and purpose of graduate education" [$t(434) = 2.617$, $p<.05$] sub-dimension

. When the mean scores of the participants were analyzed to determine the source of this difference, it was seen that the mean scores of women on the Academic Career Awareness Scale ($\bar{X}=17.15$), awareness of the conditions of application to graduate education ($\bar{X}=2.21$) and awareness of the definition and purpose of graduate education ($\bar{X}=2.57$) were higher than the mean scores of men ($\bar{X}= 15.80$; $\bar{X}= 1.98$; $\bar{X}= 2.27$).

Table 2. Findings Related to Gender for Academic Career Awareness Scale

	Variable	N	\bar{X}	Ss	t	p
EEOCIFF	Woman	286	2.18	0.7	1.65	0.1
	Male	150	2.07	0.66		
LETAIF	Woman	286	2.57	0.67	4.37	0
	Male	150	2.27	0.69		
LEMOKIF	Woman	286	1.91	0.73	1.77	0.08
	Male	150	1.78	0.67		
LEBKIFF	Woman	286	2.21	0.89	2.62	0.01
	Male	150	1.98	0.79		
AKFÖ	Woman	286	17.15	5.1	2.66	0.01
	Male	150	15.8	4.7		

One-Factor Analysis of Variance (ANOVA) was used to determine whether there was a difference between the mean scores of the "Academic Career Awareness Scale" and its sub-dimensions at the undergraduate level and the grade levels of the participants. In this context, firstly, Levene homogeneity test was performed to determine the homogeneity of the scores obtained from the participants. As a result of Levene's homogeneity test, the Academic Career Awareness Scale ($F= 1.543$, $p>.05$) and awareness of being a lecturer/working conditions ($F= .107$, $p>.05$), awareness of the definition and purpose of graduate education ($F= 2.898$, $p>.05$), Awareness of the conditions for graduating from graduate education ($F= 5.556$, $p>.05$), Awareness of the conditions for applying to graduate education ($F= 3.201$, $p>.05$). After it was determined that the scores obtained from the participants showed a homogeneous distribution, t-test for independent samples was applied and the results obtained are presented in Table 3.

When Table 3 is analyzed, the mean scores of the participants' Academic Career Awareness Scale [$F(3.433)= 19.490$, $p<.05$] and sub-dimension scores [$F(3.432)= 10.927$, $p<.05$; $F(3.432)= 16.829$, $p<.05$; $F(3.432)= 18.995$, $p<.05$; $F(3.432)= 25.438$, $p<.05$] and class levels. According to the results of the Tukey test conducted to find out from which group the difference originated in the sub-dimensions where the difference was found, the mean scores of 4th grade students in the Academic Career Awareness Scale and all sub-dimensions ($\bar{X}= 19.78$; $\bar{X}= 2.45$; $\bar{X}= 2.87$; $\bar{X}= 2.32$; $\bar{X}= 2.74$), 1st grade ($\bar{X}= 14.80$; $\bar{X}= 1.93$; $\bar{X}= 2.22$; $\bar{X}= 1.63$; $\bar{X}= 1.80$), 2nd grade ($\bar{X}= 16.06$; $\bar{X}= 2.09$; $\bar{X}= 2.39$; $\bar{X}= 1.78$; $\bar{X}= 1.96$).63; $\bar{X}= 1.80$), 2nd grade ($\bar{X}= 16.06$; $\bar{X}= 2.09$; $\bar{X}= 2.39$; $\bar{X}= 1.78$; $\bar{X}= 1.96$), 3rd grade ($\bar{X}= 16.90$; $\bar{X}= 2.20$; $\bar{X}= 2.48$; $\bar{X}= 1.86$; $\bar{X}= 2.16$) and 4th grade ($\bar{X}= 16.90$; $\bar{X}= 2.20$; $\bar{X}= 2.48$; $\bar{X}= 1.86$; $\bar{X}= 2.16$). Grades ($\bar{X}= 19.78$; $\bar{X}= 2.45$; $\bar{X}= 2.45$; $\bar{X}= 2.87$; $\bar{X}= 2.32$; $\bar{X}= 2.74$) showed a significant difference between the groups.

Table 3. Findings Related to Grade Levels for Academic Career Awareness Scale

Variables	Class level	N	\bar{X}	SS	F	P	Difference
EEOCIFF	1st class	131	1.93	.622	10927	.000*	A-C
	2nd class	85	2.09	.631			A-D
	3rd class	133	2.20	.699			B-D
	4th grade	87	2.45	.736			C-D
LETAIF	1st class	131	2.22	.617	16829	.000*	A-C
	2nd class	85	2.39	.688			A-D
	3rd class	133	2.48	.649			B-D
	4th grade	87	2.87	.709			C-D
LEMOKIF	1st class	131	1.63	.568	18995	.000*	A-C
	2nd class	85	1.78	.653			A-D
	3rd class	133	1.86	.720			B-D
	4th grade	87	2.32	.785			C-D
LEBKIFF	1st class	131	1.80	.773	25438	.000*	A-C
	2nd class	85	1.96	.775			A-D
	3rd class	133	2.16	.838			B-D
	4th grade	87	2.74	.830			C-D
AKFÖ	1st class	131	14.80	4337	19490	.000*	A-C
	2nd class	85	16.06	4613			A-D
	3rd class	133	16.90	5005			B-D
	4th grade	87	19.78	5192			C-D

*p<.05

One-Factor Analysis of Variance (ANOVA) was used to determine whether there was a difference between the mean scores of the Academic Career Awareness Scale and its sub-dimensions at undergraduate level and the type of high school graduated from. In this context, firstly, Levene homogeneity test was performed to determine the homogeneity of the scores obtained from the participants. As a result of Levene's homogeneity test, the Academic Career Awareness Scale ($F= 1.392, p>.05$) and awareness of being a lecturer/working conditions ($F= .494, p>.05$), awareness of the definition and purpose of graduate education ($F= 1.608, p>.05$), Awareness of the conditions for graduating from graduate education ($F= 2.088, p>.05$), Awareness of the conditions for applying to graduate education ($F= 1.869, p>.05$). After it was determined that the scores obtained from the participants showed a homogeneous distribution, t-test for independent samples was applied and the results obtained are presented in Table 4.

When Table 4 is analyzed, the mean scores of the participants' Academic Career Awareness Scale [$F(4.431)= 1.093, p>.05$] and sub-dimension scores [$F(4.431)= .709, p>.05$; $F(4.431)= 1.551, p>.05$; $F(4.431)= .920, p>.05$; $F(4.431)= 1.947, p>.05$] and the types of high schools graduated from. One-Factor Analysis of Variance (ANOVA) was used to determine whether there was a difference between the mean scores of the Academic Career Awareness Scale and its sub-dimensions at the undergraduate level and the economic income levels of the

participants. In this context, firstly, Levene homogeneity test was performed to determine the homogeneity of the scores obtained from the participants. As a result of Levene's homogeneity test, the Academic Career Awareness Scale ($F= 2.590, p>.05$) and awareness of being a lecturer/working conditions ($F= 2.986, p>.05$), awareness of the definition and purpose of graduate education ($F= 1.323, p>.05$), Awareness of the conditions for graduating from graduate education ($F= 1.489, p>.05$), Awareness of the conditions for applying to graduate education ($F= 1.516, p>.05$).

Table 4. Findings Related to the Types of High School Graduated from for the Academic Career Awareness Scale

Variables	High School Types	N	\bar{X}	SS	F	P
EEOCIFF	Science High School	5	2.35	.729	.709	.586
	Anatolian High School	312	2.12	.677		
	Social Sciences High School	23	2.29	.625		
	Vocational and Technical	47	2.12	.755		
	Anatolian High School					
LETAIF	Other	49	2.24	.773	1551	.187
	Science High School	5	2.66	.386		
	Anatolian High School	312	2.41	.681		
	Social Sciences High School	23	2.63	.579		
	Vocational and Technical	47	2.56	.755		
LEMOKIF	Anatolian High School				.920	.452
	Other	49	2.59	.773		
	Science High School	5	1.97	.634		
	Anatolian High School	312	1.84	.690		
	Social Sciences High School	23	1.85	.616		
LEBKIFF	Vocational and Technical	47	1.83	.767	1947	.102
	Anatolian High School					
	Other	49	2.05	.898		
	Science High School	5	2.50	.984		
	Anatolian High School	312	2.08	.869		
AKFÖ	Social Sciences High School	23	2.14	.625	1093	.359
	Vocational and Technical	47	2.14	.861		
	Anatolian High School					
	Other	49	2.42	.933		

After it was determined that the scores obtained from the participants showed a homogeneous distribution, t-test for independent samples was applied and the results obtained are presented in Table 5. When Table 5 is analyzed, the mean scores of the participants' Academic Career Awareness Scale [$F(5,430)= .777, p> .05$] and sub-dimension scores [$F(5,430)= 1.103, p> .05$; $F(5,430)= .798, p> .05$; $F(5,430)= .525, p> .05$; $F(5,430)= .491, p> .05$] and the economic income levels of the participants.

Table 5. Academic Career Awareness Scale Findings Related to Economic Income Level

Variables	Economic income level	N	\bar{X}	SS	F	P
EEOCIF	Between 1-4250 TL	151	2.08	.611	1103	.358
	4250-6000	109	2.12	.680		
	6000-8000	68	2.24	.806		
	between 8000-10000	62	2.28	.728		
	Between 10000-15000 TL	24	2.12	.678		
	15000 TL and above	22	2.11	.830		
LETAIF	Between 1-4250 TL	151	2.40	.633	.798	.552
	4250-6000	109	2.51	.672		
	6000-8000	68	2.46	.789		
	between 8000-10000	62	2.57	.755		
	Between 10000-15000 TL	24	2.36	.692		
	15000 TL and above	22	2.51	.746		
LEMOKIF	Between 1-4250 TL	151	1.84	.682	.525	.758
	between 4250-6000	109	1.82	.646		
	6000-8000	68	1.89	.860		
	between 8000-10000	62	1.99	.755		
	Between 10000-15000 TL	24	1.90	.745		
	15000 TL and above	22	1.86	.760		
LEBKIF	Between 1-4250 TL	151	2.10	.819	.491	.783
	4250-6000	109	2.07	.871		
	6000-8000	68	2.14	.978		
	between 8000-10000	62	2.28	.885		
	Between 10000-15000 TL	24	2.15	.906		
	15000 TL and above	22	2.15	.826		
AKFÖ	Between 1-4250 TL	151	16.26	4456	.777	.566
	4250-6000	109	16.53	4847		
	6000-8000	68	17.03	6025		
	between 8000-10000	62	17.68	5436		
	Between 10000-15000 TL	24	16.47	5305		
	15000 TL and above	22	16.67	5748		

Conclusion, Discussion and Recommendations

When the findings obtained in this study, which was conducted to examine the academic career awareness of prospective Turkish and Turkish language and literature teachers, were analyzed, the following results were obtained. As a result of the descriptive statistics performed to determine whether the data set obtained from the academic career awareness scale of pre-service Turkish and Turkish language and literature teachers showed a

normal distribution, it was determined that the data set showed a homogeneous distribution.

In addition, it was determined that there was no significant difference between the scores of Turkish and Turkish Language and Literature teacher candidates from the Academic Career Awareness Scale and its sub-dimensions according to the gender variable and the mean scores of the sub-dimensions "Awareness of the conditions of being a lecturer/working conditions" and "Awareness of the conditions of graduating from postgraduate education". However, it is seen that there is a significant difference in the Academic Career Awareness Scale and the sub-dimensions of "Awareness of the conditions for applying to graduate education" and "Awareness of the definition and purpose of graduate education" according to gender. When the mean scores of the participants were analyzed to determine the source of this difference, it was seen that the mean scores of women on the Academic Career Awareness Scale and "Awareness of the conditions of application for graduate education" and "Awareness of the definition and purpose of graduate education" were higher than the mean scores of men. In line with these findings, it can be interpreted that the mean scores of women's "Awareness of the conditions of application for postgraduate education" and "Awareness of the definition and purpose of postgraduate education" are statistically higher and more significant than men's mean scores according to gender variable. When the related literature was analyzed, it was found that there were some research results that reached different results from the results of this study. According to the results of the research conducted by Kalafat (2014), it was concluded that there was no relationship between career awareness and gender. On the other hand, unlike the results of this research, according to the research conducted by Yaşar (2019), it was concluded that career awareness showed a significant difference according to gender and career awareness of male students was higher than female students. In addition, in the study of Ertekin (2020), it was concluded that there was a statistical difference between the career awareness of students according to their gender in favor of male students and that it was significantly higher than female students.

According to another result obtained from the research, it was determined that there was a significant difference between the participants' Academic Career Awareness Scale and sub-dimension mean scores and their grade levels. It was determined that the 4th grade level of Turkish and Turkish Language and Literature teacher candidates' academic career awareness and sub-dimension mean scores were higher than the other grade levels and showed significant differences. Based on this result, it is possible to say that the academic career awareness of the participants is higher in all dimensions compared to other grade levels due to the initiatives and researches related to entering business life at the senior level. Some research results that support and do not support these results obtained from the research were also found in the relevant literature. According to the research conducted by Yaşar (2019), it was concluded that career awareness has a significant difference according to the grade level and that the career awareness of students in the 4th grade level is higher. However, unlike this research result, according to a study conducted by Kalafat (2014), it was concluded that there was no significant difference between grade level and career awareness.

On the other hand, according to another result obtained from the research, it was determined that there was no significant difference between the mean scores of the Turkish and Turkish Language and Literature teacher candidates on the academic career awareness scale and its sub-dimensions according to the type of high school

they graduated from. Based on this result, it can be interpreted that the type of high school the participants graduated from does not create a significant difference in academic career awareness and its sub-dimensions. However, according to another result obtained from the research, it was determined that there was no significant difference between the mean scores of Turkish and Turkish Language and Literature pre-service teachers on the academic career awareness scale and its sub-dimensions according to their economic income levels. Based on this result, it is possible to state that the level of economic income does not lead to a significant difference in academic career awareness and its sub-dimensions.

Based on the results obtained from the research, the following suggestions can be made about the study.

- Activities can be organized for Turkish and Turkish Language and Literature male teacher candidates to increase and guide their academic awareness in the Academic Career Awareness Scale and the sub-dimensions of "Awareness of the conditions of application to graduate education" and "Awareness of the definition and purpose of graduate education".
- In order to remove academic career awareness and its sub-dimensions from the understanding of being a phenomenon that should be emphasized only at the senior level, activities such as elective courses, seminars, career days, etc. can be organized at all grade levels at the undergraduate level.
- In order to encourage and increase career awareness at high school level, guidance and orientation activities on the subject can be included more frequently and inclusively.
- In order to further increase equality of opportunity in education, more inclusive efforts can be made to provide all kinds of support to encourage academic careers.


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