

Evaluation of Parental Interference in the Choice of Profession

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ABSTRACT This paper discusses the results of a regional study carried out to measure parental influence, among other factors, in determining the field of study in higher education. This is closely related with the choice of profession of twelfth grade students, who plan to attend university entrance examinations and have been receiving an education during the academic year of 2014-2015. The influence of parents, and especially their gender-based effect, has been evaluated, along with various other variables, to determine effect on students in terms of their formal education. The research has been considered together with a noise or residual message element that might hinder communication among primal factors in the formal educational system.

INTRODUCTION

The purpose of this study is to reveal the parental influence on children in the twelfth grade who are preparing to participate in university entrance examinations and who are also considering their future field of profession.

The choice of profession constitutes one of the most important decisions that an individual makes in his/her life, because individuals usually spend most of their time working. This process, which is realized intellectually and kinaesthetically, not only influences one's future colleagues, but also affects an individual's world perspective, value judgments and ideals. The importance of becoming a productive and happy individual is undeniable (Hamamci 2005:10).

While sexuality is defined as a genetic, physiological and biological characteristic, gender expresses men's and woman's roles and responsibilities that are socially determined. Gender is not a result of biological differences but is defined in terms of how society sees, perceives and thinks about the individual, as man or woman, and what behavior is expected from them (Dokmen 2002). The developmental process and career development theories of children reveal that career development starts at an early age. This period, which starts from primary school,

carries significance in the sense this is when the child's thoughts and perceptions start to be formed. Therefore, it is necessary that families, teachers, school administrations and career advisors act in collaboration to provide necessary conditions and circumstances during this period. This is in order to form targets and career plans for children and the ability to guide them appropriately (Yaylaci 2007).

In North Cyprus, students who have been in education in the same classes throughout school at the primary level, have the same opportunities as each other in reaching similar levels of knowledge and information. Although there is no discrimination observed in the educational system, the effect of the family institution has an undeniable significance. In the formal educational system, the effectiveness of gender based discrimination, both legally and technically, and also the parents and sociocultural life, in the choice of profession, constitute the research subject of this paper.

The Shannon and Weaver Communication Model

Emergence of the Model of Shannon and Weaver

The Shannon and Weaver Model was created by an Electrical Engineer called Claude Shannon and interpreted by Warren Weaver. It was considered to be a highly approved and accepted model during the period of its creation (McQuail and Sven 2015).

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***Cause for the Creation of the Model:
Communication Model of Shannon Weaver
Urbana (1995: 5)***

This is one of the most important studies carried out and developed in the field of communication. One of the most significant features of the theory is its definition of the elements of communication. Originally, this model was developed to describe electronic communication. It should be noted that it was created for the purposes of transmission and engineering. Notwithstanding this, Weaver interpreted it as being useful for the purpose of general communication as well.

Description of the Model

The Shannon and Weaver Model is a linear model. According to this model, the purpose of any one of the communication systems is to transmit the source of data in a particular direction. The message is transmitted through a channel that gives an opportunity for the transmission of the message. A communication channel that is not ideal contains the source of noise.

A machine that constitutes the source of data and transmits information to the channel is named as the transmitter. This transmitter may function in different ways. However, the coding form of the message affects the message and also changes the degree of effect of the channel. The receiver receives the message through a channel, decodes, parses the noise to its greatest extent and reaches the target.

Elements of the Model

Source of Information: The place where the message is formed.

Transmitter: The place where the message is encoded to be sent to the receiver.

Signal: Encoded status of the message.

Channel: The transmitter that enables the message, already set off, reaching the target.

Receiver: The structure conveying the transmitted signals transmitted through channel to the target.

Target: The place where the codes, transmitted from the receiver, are interpreted and given meaning to.

Noise: The factors causing the differences between the message coming from the source

and the messages reaching the target. These could be:

1. *Physical:* For example, static existing in the telephone lines, which exists at the current circumstances
2. *Neurophysiological:* For example, speaking at the source or target, visual disturbances and hearing disorders
3. *Psychological:* For example, the source's forgetting of the message, the state of the target's selective perception and so on.

In its simplest form, the Shannon and Weaver Model displays how and why communication might be incorrect. When you transmit a message, it is necessary to start with a complex communication system. The Shannon and Weaver Model has been studied for the purpose of determining the most efficient ways of transmitting a message in a speedy manner from one point to another point. The model once had the objective of investigating the transformation of the communication language, with the least error, into electronic signals (McQuail and Sven 2015).

When the Shannon and Weaver Model is adapted to interpersonal communication, the selection of the message is correlated with the guiding factors related to the freedom of the person's selection and to the conditions he/she would choose. Although in practice all the information is new, the situation in reality is that the "residual message" is not new. The residual message, or noise, is one of the points of the Shannon and Weaver Model, because it tries to prevent the factors hindering the communication process by fighting against noise (McQuail and Sven 2015).

In modern communication models, the concept of "noise" is also discussed. Noise, in those models, is defined as everything added to the message between source and receiver, other than the request of the source (Fiske 1996: 24). The unintentional feature of noise is set forth as an element that harms, delays and sometimes disconnects the process.

If a message carries uncertainty, the informative feature of that message disappears. A message is said to be uncertain if it is coincidental or anthropic, and it may bear lots of information. On the other hand, if a thing can be estimated, it is definite and for this reason it contains very little or no information. The Shannon and Weaver Model has its own restrictions and

inadequacies. First of all, this model is a unilateral model, which is not able to discern the difference between the signal and message or syntax or semantics. The model does not contain any feedback, being either verbal or nonverbal. The codes of the Shannon and Weaver Model are not explained in terms of how they are functioning. What those codes are and how they are coded cannot be detailed (McQuail and Sven 2015).

This communication model was designed in a manner to be adapted to a telecommunication system and even allow for the coding of the human relations. Even though it does not accommodate the element of feedback, it is a model that reveals the “noise” factor that is accepted and approved in modern communications (McQuail and Sven 2015).

METHODOLOGY

This study examines the parental factor that exists within the educational system, with reference to the factor of noise (residual communication), which in communication, is one of the fundamental factors in the model of Shannon and Weaver.

Study Group

The attitudes and preferences of the students and parents existing in the universe of this research have been explored. A questionnaire was used with students studying in the twelfth grade at three separate schools in the district of Guzelyurt, as well as with their parents. In this district, there are only a small number of schools that accommodate a twelfth grade, namely, Guzelyurt Kurtulus Lycee, Guzelyurt Turkish Education College and Guzelyurt Vocational High School. The research universe is comprised of all the relevant individuals in the region (Table 1).

Table 1: The parents of twelfth grade students participating in the research and their rates of participation

<i>School</i>	<i>Total amount</i>	<i>No. of participants</i>	<i>Percentage rate</i>
Kurtulus Lycee	104	88	84.6
Education College	37	27	72.9
Business High School	45	12	26.6
Amount and Percentage Rate	186	127	68.3

Following the questioning, the situation was described through evaluating the relationships between several variables. Accordingly, the level of relationship between the variables was examined.

Participants

Questionnaires were distributed to 186 participants. In this study, there are two groups. One comprises the students (the affected group) and the other is parents (the affecting group). Of the 186 students participating, 88 were female and 79 were male. Of the 127 parents who responded, 69 were mothers and 58 were fathers. This meant that 88.7 percent of the group could be defined as students and 68.3 percent as parents.

Following the Shannon and Weaver Model, parents are the noise factor in this research. This is because parents represent a social factor in the formal education of the students. This research has been conducted with reference to the view that the equalitarian and professional approaches of each student show up as the factors causing deterioration on the status of equal opportunities.

This research was carried out in one of the five districts of North Cyprus. Therefore, it can only be said to represent the dynamics in the district of Guzelyurt, rather than the wider area of North Cyprus.

The rates of participation of the students and parents at Guzelyurt Business High School, one of the schools in the research universe, were at an inadequate level.

Data Gathering and Analysis

Surveys were prepared according to the results of a semi-structured interview. The pilot of the survey was held with twenty students, and after making the necessary amendments, a survey application was done in April 2014. Stratified random sampling was applied to students in the schools according to the quota. 104 students from Kurtulus Lycee, 37 from the Education College, and 45 students from the Business High School participated. Survey questions were prepared according to the literature review, and comprised of fourteen questions. Initially, a summary of information and the aim of the survey were presented. The questions were prepared as closed-ended when they were in relation to the following aspects of gender-based interfer-

ence of parents in the choice of profession of their children, the effects of them on students, the relationship with daily life, and the behaviors of the families. SPSS 21 (Statistical Package for the Social Sciences) was used for data analysis. The significance level is taken as 0.05 in this research. Confidence level of ninety-five percent (k^2 -square) and higher results are analyzed in comparative results. 186 student participants comprised eighty-four percent of the sample amount and the alpha confidence coefficient is 0.92.

This research conducted aimed to take a snapshot of an existing situation in a particular place and time, that is to say, a static analysis. The population in this research is comprised of twelfth grade students in the district of Guzelyurt. The research aims to evaluate the influence of parents, who have a very important effect in the process of the development and acculturation of children (Ergil and Birol 2000:19-20), and restructuring, organizing or in the direction of the information obtained there from contributing to the introduction of new ideas. It is hoped that this research will help schools facilitate parental influence for the benefit of the students. These views might be shared with the Ministry of National Education in a manner that they could be effective to the school and educational system. By this means, parents, who have the most important effect on acculturation of the student (besides the formal education of the student), become the elements that are taken into consideration within the educational system.

The Guzelyurt region has its own particular dynamics in terms of its economic, cultural and social life. This research aims to reveal important factors in this regard. The necessity of the development of certain micro implementations that may favorably affect the education at the schools of the Guzelyurt region, the families that live there and their children who go to school there, may also be developed, comparatively, through various other studies conducted in other regions as well. In this sense, the subject of the research is also seen as significant from the point of view of developing a regional profile.

FINDINGS

The national educational system of TRNC and the student parent relationship in the university oriented choice of profession.

Of the 186 student participants, 159 students stated that they would like to continue their education at universities, while 5 wished to enter universities without having any exams and 1 student said that they would not continue education after high school. Of the 186 total student participants, 95 students stated that they would attend the Students Selection Exam, 61 had a positive opinion about entering the TRNC universities and 8 students said that they would continue their higher education outside of Cyprus and Turkey, that is to say, in Europe or United States (Table 2).

Table 2: First choice of the students at university entry exams

<i>Country</i>	<i>n</i>
Turkey	95
Cyprus	61
EU/ABD	8

When parents' attitudes towards students were questioned, 133 students evaluated their parents' attitudes as 'democratic'. 28 students evaluated their parents as 'authoritative' and 3 provided no comment because they are uninterested in the matter (Table 3).

Table 3: How students evaluate the attitude of their parents

<i>Parent attitude</i>	<i>n</i>
Democratic	133
Authoritative	28
Uninterested	3

Parents were also asked the same question in order to evaluate themselves. Accordingly, 98 parents evaluated themselves as 'democratic', 24 parents as 'authoritative' and 5 parents as 'uninterested' (Table 4).

Table 4: How parents evaluate their attitude towards their children

<i>Parent attitude</i>	<i>n</i>
Democratic	95
Authoritative	21
Uninterested	5

When students were questioned about their choice of profession, 13 wished to receive medical education, 56 students engineering education, 9 students desired communications science education and 71 students business management and accounting (Table 5).

Table 5: Choice of profession of children

<i>Profession</i>	<i>n</i>
Medical education	13
Engineer education	53
Communication	9
Business management and accounting	71

When the same question regarding the choice of profession was directed to the parents, the results were remarkably close to the students' own preferences. 11 of the parents mentioned that they had their preferences in medicine. The information on the similar result in the choice of teaching with 53 preferences was obtained from the question papers. The results revealed the number of preferences in engineering as 8, communications as 3 and business administration and accounting as 52 (Table 6).

Table 6: Information given by parents regarding their children's choice of profession

<i>Profession</i>	<i>n</i>
Medicine	11
Teaching	53
Engineer	8
Communication	3
Business administration and accounting	52

As can be observed Table 7, although they are on the way to realizing the choice of profession according to their own preferences, the majority of the students stated that they have been affected by factors other than "myself". Most of these were female students. More female students than male students felt they were affected either by their mothers or fathers or both of them. As can be seen from Table 7, male students were not affected by their mothers at all, and female students were not affected by any factor other than their parents. This situation revealed that the activities of female students in private areas are not equal to their activities in public areas, and at this point, they display a different interaction compared to their male peers.

When the distribution of economic income of the participants was examined, 30 students

stated their income (in Turkish lira per month) as 1750-2000, 57 students as 2050-3000, 43 students as 3050-4000, 32 students as 4050-5000, and 3 students as 5050+ (Table 8).

Table 8: Distribution of income

<i>Salary</i>	<i>n</i>
1750-2000	30
2050-3000	57
3050-4000	43
4050-5000	32
5050+	3

When the researchers examine the parental influences on students' choice of profession according income, it can be seen that, no matter what the family income, in the choice of profession, students primarily move in the way of their own preferences. Besides, one can observe that in the high-income group of families, parental influences are not very effective (Table 9).

Table 9: Parental influences according to distribution of income

	1750-2000	2050-3000	3050-4000	4050-5000	5050+
Myself	18	43	33	29	3
Mother	0	0	4	0	0
Father	6	5	4	2	0
Mother/Father	6	10	2	2	0
Other	0	0	0	2	0

When parents' attitudes towards their children are examined in accordance with their income level, there are considerable differences in their attitudes. The existence of more uninterested parents in the relatively lower income families is striking. Also, the majority is comprised by the democrats and that authoritative families may appear in every income level (Table 10).

Table 10: Attitudes of parents against their children in the choice of profession according to the distribution of their income

<i>Attitude</i>	1750-2000	2050-3000	3050-4000	4050-5000	5050+
Democratic	20	28	28	15	5
Authoritative	4	4	5	2	1
Uninterested	2	1	1	0	0

Table 7: Affection rate of students from their parents according to their gender

<i>Gender</i>	<i>Myself</i>	<i>Mother</i>	<i>Father</i>	<i>Mother /Father</i>	<i>Other</i>
Female	62	4	10	10	0
Male	60	0	7	9	1

When one looks through the level of education of the parents, 5 parents are unlettered, 15 parents have a primary education, 31 parents have first secondary, 59 parents have lyceum, 17 parents have university and 1 is at graduate level. It is apparent that, regarding the choice of profession, students set forth their own preferences and move along the route of their own applications. However, those students who have been interfered with in the said regard have mostly been exposed to the common interference of mother and father. Parents with the primary level of education executed the highest intervention, followed by the lyceum graduate parents, and then parents with first secondary and primary level education. Within the overall picture, when one compares the interference of mother alone with the interference of father alone, the situation reveals that the father has been a more effective factor compared to the mother. It is striking that other factors, such as mother, father and others, have been at low levels (Table 11).

Table 11: Parents' influences on their children in their choice of profession, according to the level of their education

<i>Education</i>	<i>Myself</i>	<i>Mother</i>	<i>Father</i>	<i>Mother/ Father</i>	<i>Orhwe</i>
Illiterate	8	0	0	2	0
Primary	21	0	5	8	0
First secondary	20	3	2	2	0
High school	65	0	9	8	0
University	12	0	3	0	1
Graduate	1	0	0	0	0
Illiterate	8	0	0	2	0
Primary	21	0	5	8	0
First secondary	20	3	2	2	0
High school	65	0	9	8	0
University	12	0	3	0	1
Graduate	1	0	0	0	0

Ninety-eight parents evaluated themselves as democratic, 24 as authoritative and 5 as uninterested. The self-evaluation of parents compared to the evaluation of their children, according to their gender (their being either mother or father), is striking. It has revealed that the mothers evaluate themselves as relatively more democratic compared to the fathers. Moreover, relatively more fathers evaluated themselves as authoritative or uninterested compared to mothers (Table 12).

When looking through the attitudes of parents towards students from the point of view of their occupations, the employed mothers and

Table 12: Attitudes towards students according to the types of parents

<i>Gender</i>	<i>Authoritative</i>	<i>Democratic</i>	<i>Uninterested</i>
Female	10	58	1
Male	16	40	3

the mothers possessing the occupation of free trade are relatively more contestatory in influencing their children regarding the choice of profession. The mothers and fathers with occupations as worker and free trade are influential on their children in their choice of profession. The existence of fathers who are interfering in their children's choice of profession in every group is also revealed (Table 13).

Table 13: Effect of his/her child's choice of profession from the point of view of parent's occupation

<i>Occupation</i>	<i>Myself</i>	<i>Mother</i>	<i>Father</i>	<i>Mother/ Father</i>	<i>Orhwe</i>
Employee	15	2	3	4	0
Farmer	5	0	4	1	0
Handicraftsman	6	0	0	0	0
Civil servant	38	0	3	2	0
Free trade	45	1	3	9	1
Soldier-Police	6	0	2	0	0
Other	19	0	2	3	0

The choice of profession according to gender shows variations. 13 students aim to receive education in the field of medicine and to have a profession in the same field, 56 of them aim for the same in teaching, 16 of them foresee the same in engineering, 9 of them want the same in communications and 71 students aim for the same in the fields of business management and accounting. Both genders reveal that they wanted to work in the area of business management and accounting, which is described as the alternative of "other" in the table. When one looks through the other professional groups, it is revealed that, although the profession of teaching is accepted by both genders, it is relatively more preferred by female students. The profession of medicine is also relatively more preferred by female students. The fields of communications and engineering are mostly comprised by male students as shown in the results (Table 14).

Students from a lower level of income mostly want further education in the field of business management and accounting. It is also re-

Table 14: Choice of profession of students according to their gender

<i>Gender</i>	<i>Medicine</i>	<i>Teaching</i>	<i>Engineer</i>	<i>COMM-COMP</i>	<i>Other</i>
Female	10	32	1	4	37
Male	2	23	14	5	35

vealed that the students of the families earning TL 1350-2000 mostly want further education in the field of business management and accounting. The teaching profession is also accepted by this income group. The students existing in the income group of the range 3050-4000 mention that they want to also work in the areas of teaching and accounting. At the highest level of income range, 4050-5000, students wish to study medicine and business administration (Table 15).

Table 15: Influence of the students on their children regarding choice of profession, according to their income groups

<i>Profession</i>	<i>750-1300</i>	<i>1350-2000</i>	<i>2050-3000</i>	<i>3050-4000</i>	<i>4050-5000</i>
Medicine	2	5	4	3	2
Teaching	6	19	17	13	0
Engineering	5	5	3	4	0
COMM-COMP	2	4	3	2	0
Other	15	23	16	13	3

DISCUSSION

In determining interests and abilities a collaboration between parents, formal education, and the student will provide realistic feedback and this will ease the student's decision in their choice of profession. There are many variables that affect a young person's choice of profession. Their gender, family budgets, education level of their parents, their relationship with their parents and their parents' occupations, all of these may affect the choice of profession of the young person (Larissa 2016; Sophie et al. 2016). Moreover, the indication that some professions are preferred by particular genders has been revealed in this research. These results support those of Kuzgun (2000). He suggested that the choice of profession is affected by abilities, interests, values and needs, psychology, the role of socioeconomic level and gender. From early childhood, young people's mentality and expectations may have variations depending upon their biological sex as well as gender. For this

reason, when they make plans for their future, differences may come out according to their gender. The fact that teaching and medicine are preferred by female students living in Guzelyurt is an example of this. In order to reveal the exact reasons for these career preferences, further research is required. However, it is apparent that there are clear differences in the career aspirations of women and men. According to the cognitive career theory, individuals are affected from their learning lives they pass their competence through (Lent et al. 1996; Dias and Sa 2016). The results of this study relating to parental guidance are supported. This situation constitutes the most fundamental reason for the differentiation in professional preferences. The budgets of families directly affect the choice of profession of the young people.

Occupation can give "target" and "meaning" to life. It may be that such an important decision puts pressure on the young person. For this reason, developing an educational model, which helps the student be aware of their abilities from a young age, will ensure that young people are aware of the fields of their interest (Schulz and Thöni 2016).

In order to be able to study at a university abroad and be successful there, private or institutional help centers (private classrooms and private tutoring) exist to provide reinforcement of education. Young people who benefit from these help centers are able to improve their accumulation of knowledge. They have access to those centers more readily than young people who do not have adequate economic opportunities and possibilities. This situation may drastically affect the professional preferences that young people have for the future. It may also constitute a basis in determining the country or location for their future education. Children from relatively lower income families have a tendency to prefer those professions with relatively higher earning power with more organized working as well as payment conditions. When one takes into account the country's conditions, the teaching profession is an acceptable profession from the point of view of working conditions and payment system. As a regularly paid profession, demand for teaching is higher compared to the other professions. It is preferred by the children of the parents who have relatively lower incomes compared to the higher salaried families. The young people in the latetr group may

prefer to be a doctor because of the high earnings in this profession (Wu et al. 2015).

Another striking element of this research is the educational levels of the parents. The parents of the relatively lower income group influence the choice of professions of their children at lower levels. This may be due to the expectation that non-democratic individuals should act in the same behavior (Ulusoy et al. 2005). It is inevitable that the effects towards young people would be oppressive. Bandura (1977) stated that this situation can be overcome and a healthy choice of profession can be carried out through the following aspects of a child's self-awareness of their own abilities, having access to information about the extent of the success of others with the same abilities, paying attention to environmental advice, being open to incentives, and getting rid of performance worries by making use of the abilities of defeat. This is supported by the research conducted by Lent and Hackett (1987).

Family members and parents are valued contributors to the process, in terms of knowledge and good manners, and are thereby adapted and consolidated. However, the existing literature shows that a student preference for the teaching profession, for example, is relatively lower compared to the ratio of preference made due to other reasons (because my family wants, because of my points taken in the entrance exam, and due to the features of the profession) (Sezek et al. 2015).

This research has revealed that regarding the choice of profession, parents have a very important influence among students in the twelfth grade. When examining this effect in the dimension of gender, two important points are observed. The first of these is the situation that the female students' rate of influence from their parents is relatively higher compared to male students. The second point is that the gender of the affecting parent is also significant.

According to the Shannon and Weaver Model, communication from parents is a source of noise. As Bandura (1977, 1986, 1987) suggests, this result is important from the point of view of setting forth parental influence on genders. Moreover, parents can influence a child who has effective behavior, and can successfully organize activities and has the power to show a particular performance. In conclusion, the implementation of educational programs, which will affect the career development process of primary

school students and that will set forth their abilities and tendencies, are supported by the literature findings (Ikiz and Cinki 2005; Çivilidag et al. 2015).

CONCLUSION

This research examines students in the twelfth grade in relation to parental influence on their future education and career preferences. To conduct this study, a questionnaire was used to determine the attitudes of students, as well as the attitudes of the parents towards their children and their approaches towards their children's preferences of professions.

An occupation is not merely for earning money but can also be a way to express oneself and realize potential. The main objective in the choice of profession is to plan for the future, which a student will realize by himself/herself and will be hopeful and happy therein. It is important that a student evaluates, from various aspects, the different options for occupations and then decide on a profession in a well-informed manner.

Occupation can give "target" and "meaning" to life. It may be that such an important decision puts pressure on the young person. The young person will be able to evaluate what kind of work they may enjoy. Being aware of the expected benefits from a future profession is important in order to evaluate the desirable and unwanted aspects, together with the alternatives, that are impossible to attain. At this point, the role of a parent cannot be undervalued. Family members and parents are valued contributors to the process, in terms of knowledge and good manners, and are thereby adapted and consolidated. However, the existing literature shows that a student preference for the teaching profession. The relationship of the elements of the Ministry of National Education with parents will favorably affect contribution to the process. Therefore, it would be useful if each profession could target areas of interest and aim to request support and assistance from parents as well.

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