



Szent István University

Doctoral School of Management and Business Administration

**TURKISH HIGHER EDUCATION STUDENTS' CAREER ASPIRATIONS
IN LIGHT OF EMPIRICAL RESEARCH IN HUNGARY**

Theses of the Ph.D. dissertation

Abdulkerim YAVUZASLAN

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Doctoral School of Management and Business Administration

Name of Doctoral School: Doctoral School of Management and Business Administration

Discipline: Management and Business Administration Sciences

Head of School:

Prof. Dr. Zoltán Lakner CSc, HAS Doctor
Full Professor

Faculty of Economics and Social Sciences

Szent István University, Gödöllő, Hungary

Supervisor(s):

Prof. Dr. József Poór DSc, Full Professor

Dr. habil. János Fehér Ph.D., Associate
Professor

Faculty of Economics and Social Sciences

Department of Business Economics and
Management Szent István University, Gödöllő,
Hungary

.....
Approval of Head of Doctoral School

.....
Approval of Supervisor

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1. INTRODUCTION

1.1. Background and problem of the research

The choice of job and career is obviously one of the most important decisions that people will make during their life and it is very important that the choice of profession is done consciously, in terms of individuals, society and future of the country. One of the most important problems in the developing countries is the increasingly prevalent problems in the occupational preferences of young people. Turkey is a developing country and it has a young population. In order to use this young population effectively, it is necessary for the students to know the factors that affect future career/career orientations and offer solutions.

Career choices are affected by social and economic factors. One of the factors is unemployment, for the issue of employability puts pressure on students' career preferences. SEVER and İĞDELI (2018) said that one of the reasons for youth unemployment is *the implementation mistakes or inadequacies in education* (p.78) in Turkey because there is not a link between labor market and higher education system. Therefore, graduate students, when they try to enter the labor market, face many obstacles (ÇONDUR & BÖLÜKBAŞ, 2014; DEMİR & TAŞKIRAN, 2018; GÜNEY, 2009; YÖK, 2007).

In Turkey, the number of university and graduates is increasing (It is going to be explained in *Literature Review* in detail), hence it is natural that college graduates are concerned about their careers or future. Some studies were conducted in Turkey that various university youths are carrying "future anxiety" (ÇOBAN & KARAMAN, 2013; DURSUN & AYTAÇ, 2009; KULA & SARAÇ, 2016). It can be said that a very high level of the competitive environment is waiting for university students.

On the other hand, the issue of employability and competition is inevitable. In the labor market different qualifications are expected from the student who are competitors to each other. Some studies show that students who are studying abroad have different outcomes compared to those who are not. (BENHKE, SEO, & MILLER, 2014; MCKEOWN, 2009; MILLS, DEVINEY, & BALL, 2010; MOHAJERI NORRIS & GILLESPIE, 2009; WYNEEN, KYLE, & TARRANT, 2012).

McKeown (2009) starts his book with a question: "What are the benefits of studying abroad?"(p.1). According to Bakalis & Joiner (2004), studying abroad has multiple advantages, including personal development, maturity, and self-confidence, networking, employment opportunities, etc.. Study abroad also provides job diversity after graduation (AKKUTAY, 2017). Consequently, the

importance of comparing the students studying abroad to those who are not studying abroad is great.

While a great number of Turkish students are engaged in higher education in Hungary, it is important to be able to indicate their educational, academic, language and cultural development and explore the differences in the effects on their careers compared to those studying in Turkey.

1.2. Scope and objectives of research

This research aims to show the impact of studying abroad to Turkish students and the effects of how it affects their career aspiration during their university studies in Hungary. In the research to make the results more significant, Turkish students, in higher education in Turkey and Hungary will be compared. In recent years, education abroad has become a phenomenal importance. For instance, due to the Erasmus program, in Turkey, Turkish students in higher education may have a chance at least 3 months' abroad (EC, 2019).

On the one hand, many Turkish students have enrolled as a full-time student in the higher education of various countries worldwide. One of these countries is Hungary. Many reasons can be found for the choice of Hungary by the Turks. They opt for Hungary as it is physically close to Turkey or at least closer than Austria or Germany where there are even larger Turkish speaking student populations. On the other hand, another argument usually quoted by Turkish student in Hungary is also linked to closeness, but this time they do not mean it physically but socially and culturally. The financial background of studying abroad is clearly important. Most Turks cannot afford a several years' long study in the West. Therefore, the Turkish students studying in Hungary value the program called Stipendium Hungaricum proposed by the Hungarian government. This program has influenced the increasing number of Turkish students in Hungary (TPF, 2018).

By years, the number of Turkish students has increased in Hungary. With the increase the career development and preferences of these students have gained importance. Therefore, this research may have a significant sign to evaluate the change of Turkish students during their studies in abroad and inland.

1.3. Research questions

These research questions mainly are based on literature reviews. And, increasing the number of Turkish graduated students and incoming freshmen in Turkey over the years, there are various questions about how they perceive their studies and future career and how they are employed in the future. These challenges are questioned by the government and people in Turkey. In literature, it will be referred to the increase in the number of university graduates in Turkey. Hence, it makes

a problem in the labor market for students. Many Turks study abroad as well. Therefore, studying abroad and domestically should be compared. The research questions are as follows.

1. Are Turkish students who have been studying abroad more career-oriented than their counterparts who have done their studies at home?
2. Are Turkish students who have taken classes in another country more interculturally sensitive / global minded than their fellows who have remained in Turkey?
3. Are Turkish young people who have attended an academic course outland have developed their foreign language competences to a greater extent than the ones who have had not the chance to go to a foreign country to do so?
4. Have the Turkish youth who have gone to university outside Turkey made more educational /academic development than their colleagues who have not?
5. Are there career aspiration differences between the Turkish students who have been taking education in a third country and their mates who have continued their studies in Turkey?

1.4. Research hypotheses

H1: Turkish students who have been studying in Hungary are more career-oriented than the Turkish students who have been doing their studies in their native country.

H2: Turkish young people who have been going to university in Hungary are more interculturally sensitive / global-minded than their fellows who have remained home.

H3: Turkish students who have been taking a BA, MA or PhD course in Hungary have made more foreign language development than the ones who opted for carrying on their studies in Turkey.

H4: Turkish youth who have enrolled in an academic course in Hungary have made more education /academic development than those who have not.

H5a: Turkish students who have been admitted to a university training in Hungary are more sufficient to work abroad than Turkish citizens graduated from a higher educational institution in Turkey.

H5b: There is an occupational difference between the Turkish students who have been studying in Hungary and those who have been studying in Turkey.

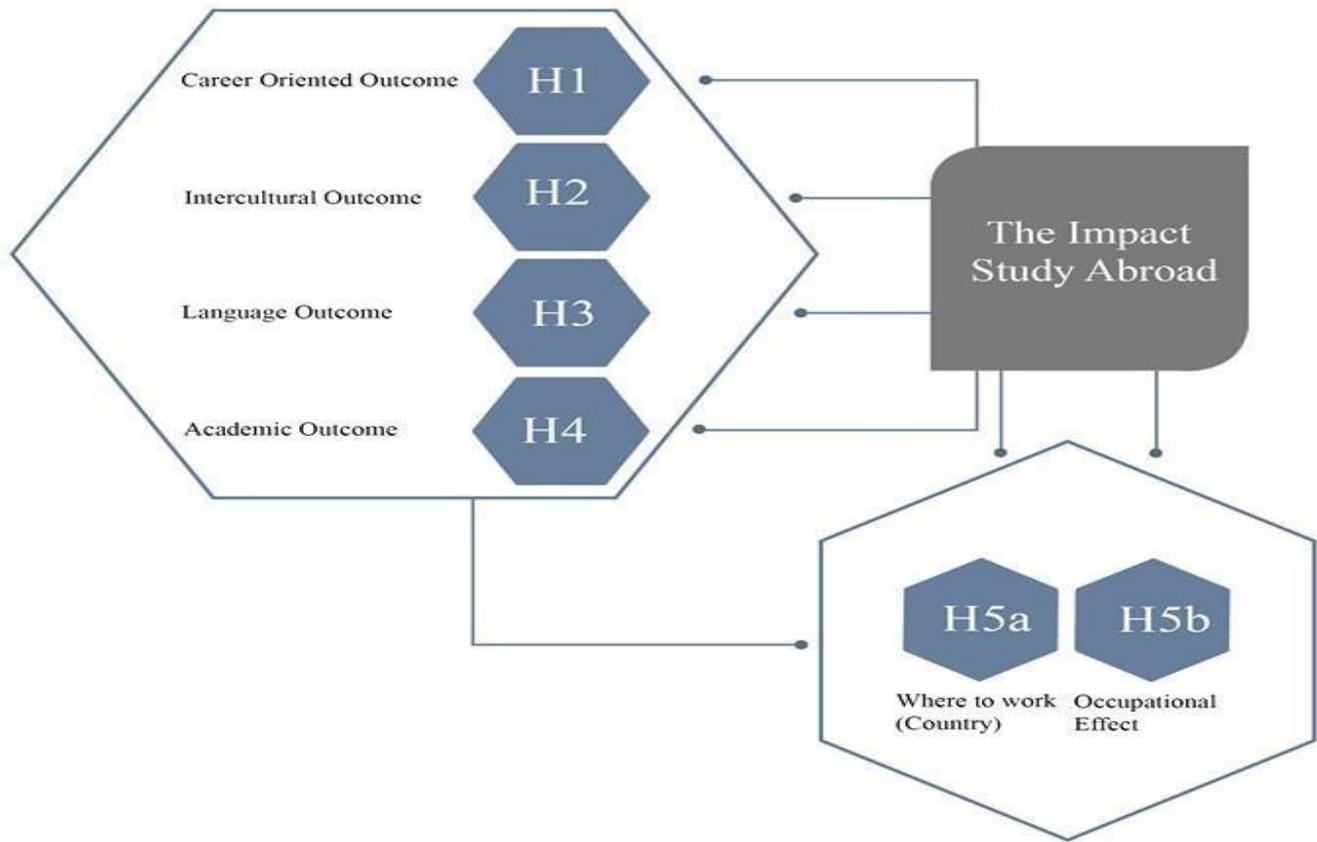


Figure 1. Research Model

2. METHODOLOGY

2.1. Sample

The research sample was chosen randomly from Turkish students who have been studying in Hungary and Turkey. There are 355 participants for this research, % 58.6 (n=208) participant from Turkish Universities, rest of the % 41.4 (n =147) from Hungarian Universities. The student's education level consists of Ba/BSc, Master and PhD. The highest participation rate was from Ba/BSc students % 73 (n=259), the rests (MA and PhD) were measured as % 18 and % 9 respectively. Education fields was determined such as Business and Economics, Engineering Science, Medical Science, Law and Administration, Agriculture, Humanities, Natural Science, Theology, Sport Science, Teacher and Training and other.

2.2. Instrument

The impact of study abroad questions was consisted of 15 items on a 5-point Likert-type scale. Items 9 and 10 was excluded from the survey as it had a negative effect on internal consistency. Participants demonstrated how agree each statement was for them on a scale ranging from Strongly disagree (1) to very Strongly agree (5). To determine the factors for survey was made reliability test. The overall reliability the items value was $\alpha = ,890$. The KMO value was found 0.791 and the Barlett value was found 0.00. Thus, it was proper for conducting factor analysis. Factor analysis revealed 4 factors with a total variance of 76.597 %.

2.3. Data Analysis

Once the survey data had been fully collected, the data was arranged in the excel file. The results of the survey were analyzed by SPSS 21 Statistical Package. Firstly, demographics analysis was made for questionnaire such as how many students participated, where they are studying, the level of education, age, and the field of education. After that the overall reliability and factor analysis of the questionnaire were conducted. The normality test of the factors was performed before the hypothesis testing when the factors were normally distributed. Then, for factors, hypothesis tests (H_1 H_2 , H_3 , H_4) were conducted by parametric method. For other hypotheses tests (H_{5a} , H_{5b}) were made for categorical variables by Chi Square.

3. RESULT AND DISCUSSION

3.1. Demographic variables

The demographic findings obtained from the research will be shown as the country of study, gender and age..

Table 1. Country of Study

	Frequency	Percent	Valid Percent	Cumulative Percent
Turkey	208	58,6	58,6	58,6
Hungary	147	41,4	41,4	100,0
Total	355	100,0	100,0	

Source: author's own research based on SPSS, 2019

It is seen in Table 1 that 58.6 % of respondents have been studying in Turkey. The remaining 41 % consists of Turkish students who have been studying in Hungary. Therefore, a significant portion of the sample constitutes students who have been studying in Turkey.

Table 2. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	245	69,0	69,0	69,0
Female	110	31,0	31,0	100,0
Total	355	100,0	100,0	

Source: author's own research based on SPSS, 2019

Table 2 shows the gender of the participants of the survey. The majority of the survey participants is male (69%). Women participants constitute only 31%, hence, an important part of the sample consists of men.

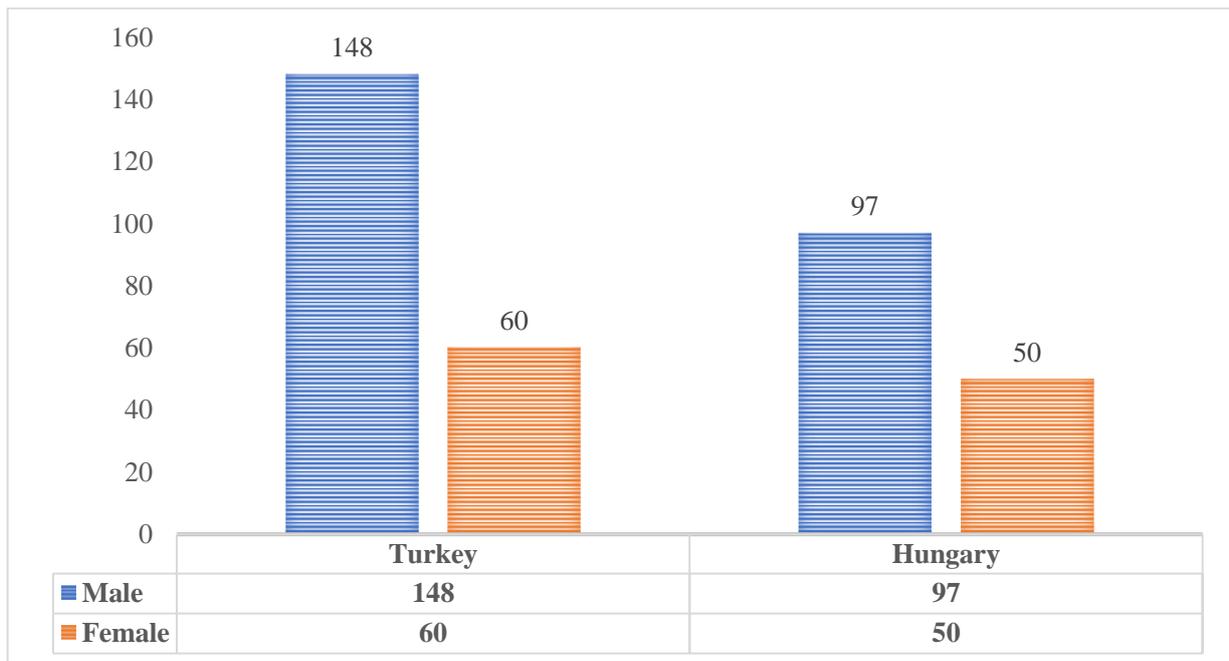


Figure 2. Distribution of gender by countries of studying

Source: author's own research based on SPSS, 2019

Figure 2 shows the gender distribution by the countries of study. Most of the participants are male in Turkey (n=148). The number of male of participants survey are 97 in Hungary. On the other hand, the distribution of the women participating in the survey is 60 and 50 in Turkey and Hungary, respectively.

Table 3. Age

	Frequency	Percent	Valid Percent	Cumulative Percent
18-22	159	44,8	44,8	44,8
23-27	108	30,4	30,4	75,2
28-32	57	16,1	16,1	91,3
33-37	28	7,9	7,9	99,2
38+	3	,8	,8	100,0
Total	355	100,0	100,0	

Source: author's own research based on SPSS, 2019

As it can be seen in Table 3, the 18-22 age group of is the highest of the participants that represent 44 % among the age groups (n=159). The second highest age group (23-27) rate is 30.4 % in the group (n= 108). The other participants' age group rate is 7.9 % and 0.8 %, respectively.

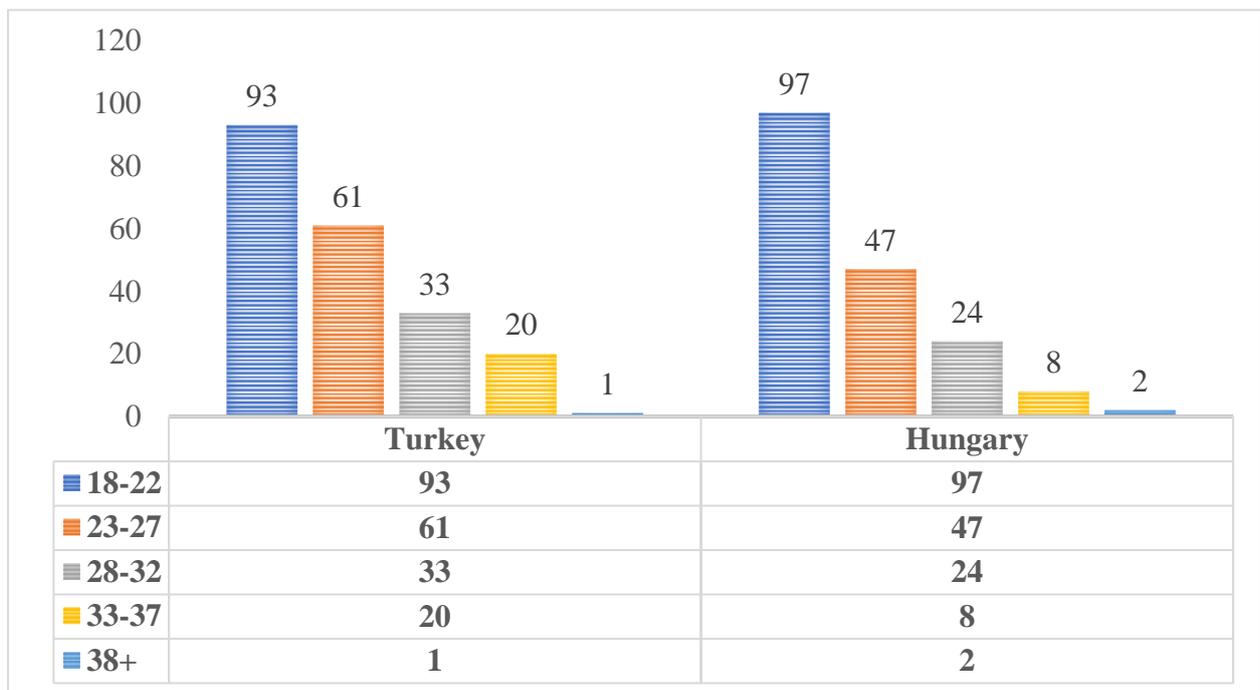


Figure 3. Distribution of age by countries of study

Source: author's own research based on SPSS, 2019

As it can be seen in Figure 3, the age distribution of the participants is indicated according to the countries where they were studying. The highest participation rate was between 18-22 years of age (n = 97) from Hungary. The group of those between 18-22 included 93 people from Turkey. The second highest number of participants is between the ages of 23-37 from both countries.

3.1. Hypothesis testing

To test the hypothesis according to the country of study, the t-test for independent groups (Independent t -Test) was used in order to test whether the participants' development in university education and the outcomes of this development differed significantly in terms of their academic, career, language and cultural outputs.

1) Are Turkish students who have been studying abroad more career-oriented than their counterparts who have done their studies at home?

H1: Turkish students who have been studying in Hungary are more career-oriented than the Turkish students who have been doing their studies in their native country.

Table 4 presents the independent sample t-test results to determine whether there is a differentiation between the participants by country in the attitudes of the students who are observed to have normal distribution in relation to the career-oriented outcome.

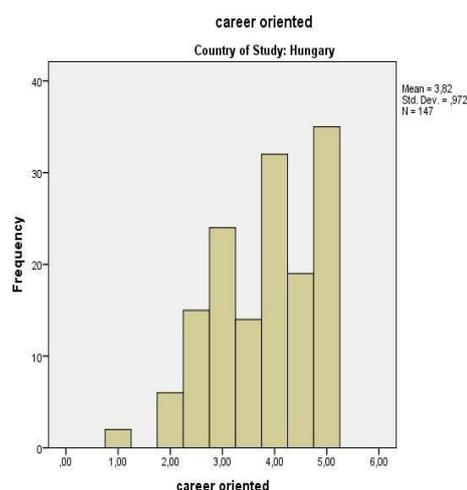
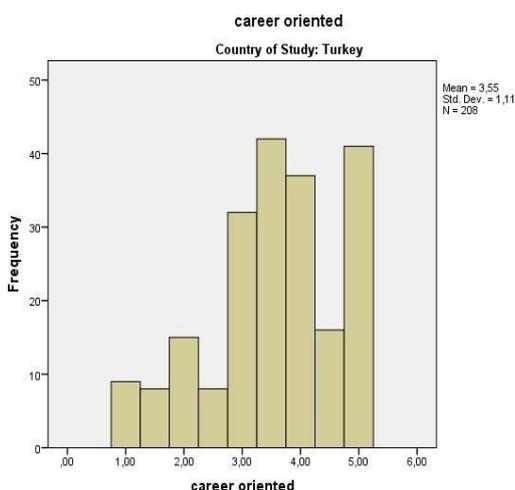
Table 4. Independent samples t-test for Hypothesis 1 (impact of studying abroad or domestic to career-oriented)

Country of study	N	M	Sd	df	t	p
Turkey	208	3,5529	1,10972	353	-2,317	0,021
Hungary	147	3,8163	,97236			

*P<0,05

Source: author's own research based on SPSS, 2019

As it can be seen from Table 4, a total of 355 students participated in the survey. Regarding participant distribution by country, 208 responses came from Turkey, and 147 from Hungary, respectively. Independent samples t-test shows that there is a significant difference ($p= 0.021$) between the two countries regarding the *career-oriented outcome*. The average scores of participants from Turkey is 3.55 and in Hungary 3.82. As a result, students who attend the survey from Hungary are more career oriented than the participants from Turkey.



2) Are Turkish students who have taken classes in another country more interculturally sensitive / global minded than their fellows who have remained in Turkey?

H2: Turkish young people who have been going to university in Hungary are more interculturally sensitive / global minded than their fellows who have remained home.

Table 5 presents the independent sample t-test results to determine whether there is a differentiation between the participants by country in the attitudes of the students who are observed to have normal distribution in relation to the interculturally sensitive / global minded outcome.

Table 5. Independent samples t-test for Hypothesis 2 (impact of study abroad or domestic to interculturally sensitive / global minded)

Country of study	N	M	Sd	df	t	p
Turkey	208	3,4683	,98164	353	-8,893	0,000
Hungary	147	4,2898	,64114			

*P<0,05

Source: author's own research based on SPSS, 2019

As it can be seen from Table 5, a total of 355 students participated in the survey. Regarding the participant distribution by country, 208 responses came from Turkey and 147 from Hungary, respectively. Independent samples t-test shows that there is a significant difference ($p= 0,000$) between the two countries regarding *interculturally sensitive / global minded aspect*. The average scores of participants from Turkey are 3.4683 and from Hungary 4.2898. As a result, students who attend the survey from Hungary are more interculturally sensitive / global minded than the participants from Turkey.

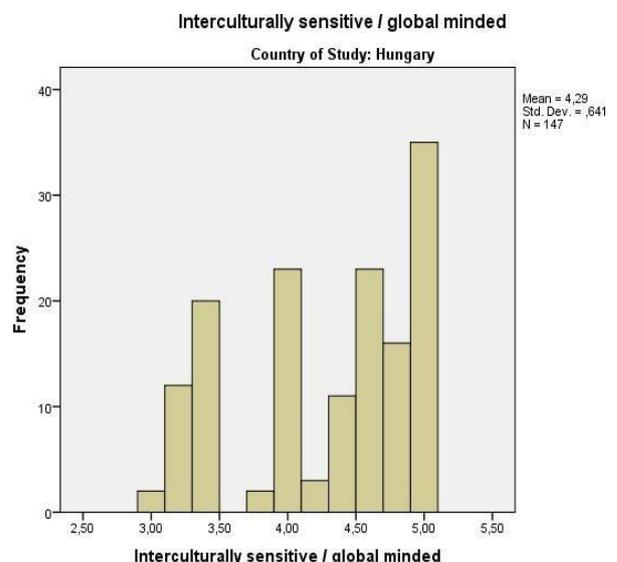
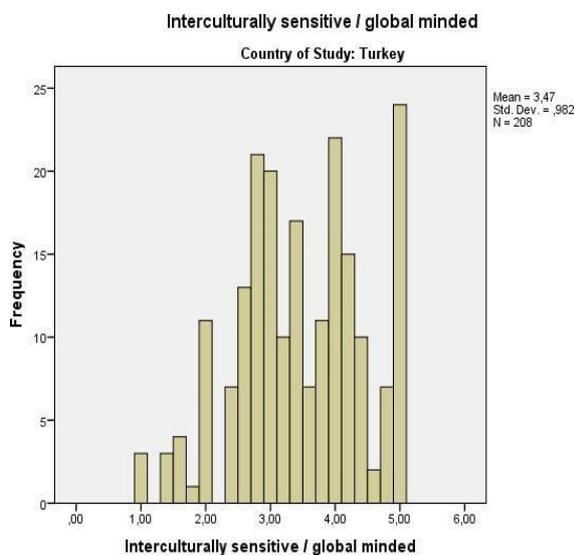


Table 6 presents the independent sample t-test results to determine whether there is a differentiation between the participants by country in the attitudes of the students who are observed to have normal distribution in relation to their foreign language development.

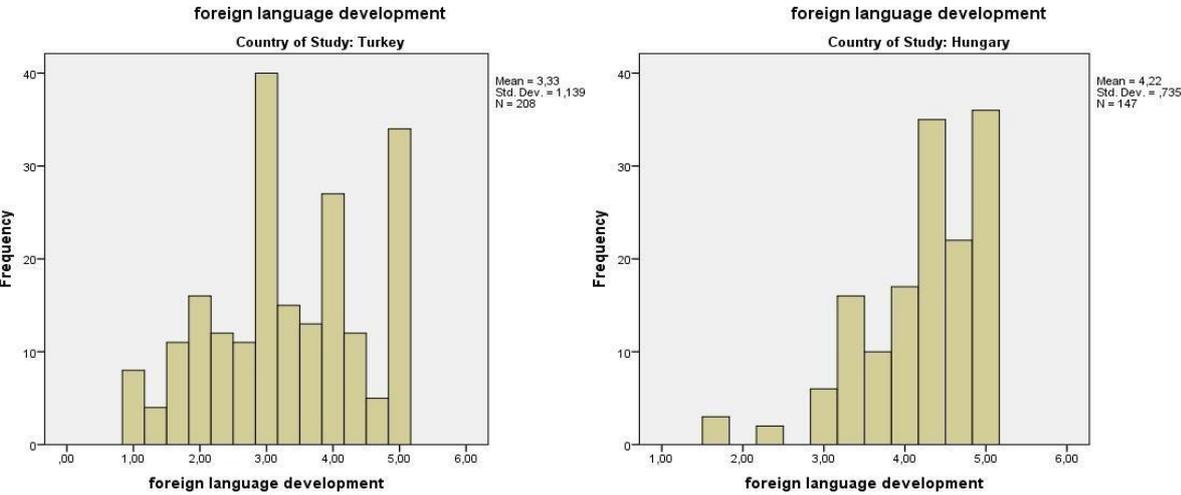
Table 6. Independent samples t-test for Hypothesis 3 (impact of study abroad or domestic to foreign language development)

Country of study		M	Sd	df	t	p
Turkey	208	3,3269	1,13924	353	-8,332	0,000
Hungary	147	4,2177	,73472			

*P<0,05

Source: author’s own research based on SPSS, 2019

As can be seen from Table 6, a total of 355 students participated in the survey. Regarding participant distribution by country, 208 responses came from Turkey and 147 from Hungary, respectively. Independent samples t-test shows that there is a significant difference ($p= 0,000$) between the two countries according to *foreign language development*. The average scores of participants from Turkey are 3.3269 and from Hungary 4.2177. As a result, students who attend the survey from Hungary have made more foreign language development than the participant from Turkey.



4) Have the Turkish youth who have gone to university outside Turkey made more educational /academic development than their colleagues who have not?

H4: Turkish youth who have enrolled in an academic course in Hungary have made more education /academic development than those who have not.

Table 7 presents the independent sample t-test results to determine whether there is a differentiation between the participants by country in the attitudes of the students who are observed to have normal distribution in relation to the educational /academic development.

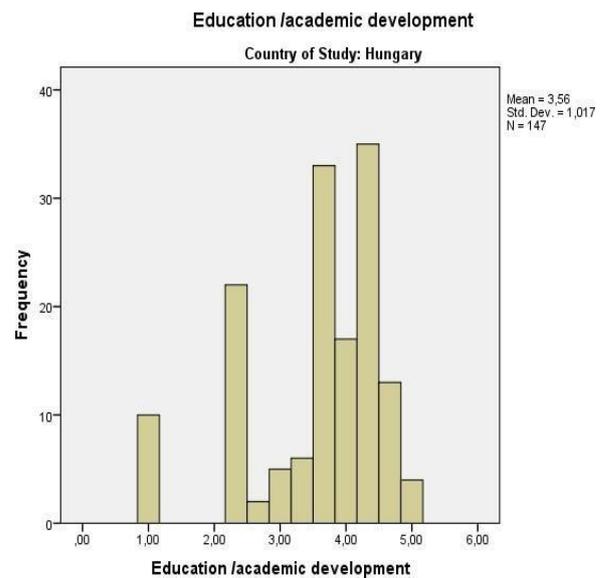
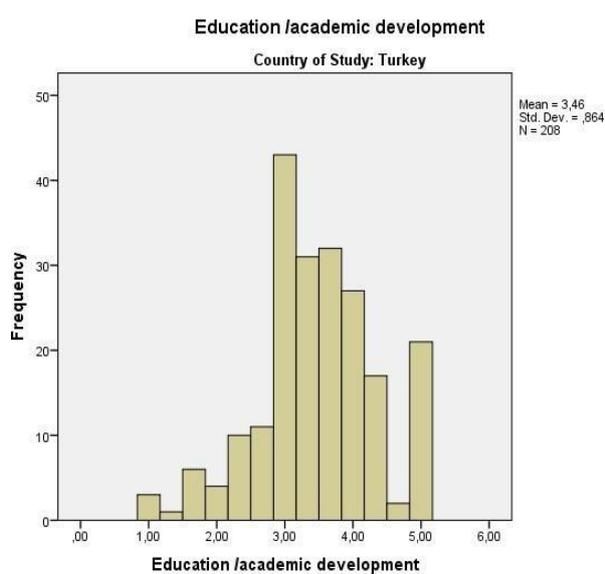
Table 7. Independent samples t-test for Hypothesis 4 (impact of studying abroad or domestic to the education /academic development)

Country of study	N	M	Sd	df	t	p
Turkey	208	3,4647	,86430	353	-,928	0,354
Hungary	147	3,5578	1,01673			

*P<0,05

Source: author’s own research based on SPSS, 2019

As can be seen from Table 7, a total of 355 students participated in the survey. Regarding participants distribution by country, 208 responses came from Turkey and 147 from Hungary, respectively. Independent samples t-test shows that there is no significant difference ($p= 0.354$) between the two countries regarding *educational /academic development*. The average scores of participants from Turkey is 3.4647 and from Hungary 3.5578.



5) Are there career aspiration differences between the Turkish students who have been taking education in a third country and their mates who have continued their studies in Turkey?

H5a: Turkish students who have been admitted to a university training in Hungary are more sufficient to work abroad than Turkish citizens graduated from a higher educational institution in Turkey.

In this study, students were asked to answer this question objectively. Table 8 presents Chi-square results to determine whether there is a differentiation between the participants who are likely to work in their country.

Table 8. Crosstabulation of the planned country for career

Country of Study		Turkey	Abroad	Total
Turkey	Count	153	55	208
	% within Country of Study	73,6%	26,4%	100,0%
	Adjusted Residual	9,4	-9,4	
Hungary	Count	34	113	147
	% within Country of Study	23,1%	76,9%	100,0%
	Adjusted Residual	-9,4	9,4	
Total	Count	187	168	355
	% within Country of Study	52,7%	47,3%	100,0%

*P< 0.01

Source: author's own research based on SPSS, 2019

According to Table 8 (Pearson Chi-Square = 87.864, Asymp. Sig. (2-sided) = 0.000), a significant relationship was found between studying abroad and the country of employment. 73.6% of the students in higher education in Turkey plan to continue their careers inland, while the remaining 26.4% plan a career abroad. 76.9% of the students in higher education in Hungary plan to continue their career in a foreign country while the remaining 23.1% plan a career in Hungary. It is possible to say that the results of this study are in parallel with the results of the T test. As a result of these, Hypothesis 5a was accepted.

5) Are there career aspiration differences between the Turkish students who have been taking education in a third country and their mates who have continued their studies in Turkey?
H5b: There is an occupational difference between the Turkish graduate and undergraduate students pursuing their studies in Hungary and their compatriots staying in Turkey.

Table 9. Country of Study * Occupational Effects Crosstabulation

Country of Study		Occupational Effects					Total
		A paid employee in a private industry	A paid employee in a public industry	Entrepreneur	Educator/ Academician	Non-Profit Organization	
Turkey	Count	76	75	30	24	3	208
	% within Country of Study	36,5%	36,1%	14,4%	11,5%	1,4%	100,0%
	Adjusted Residual	,2	5,2	-3,1	-2,9	-,4	
	Count	52	17	41	34	3	147
Hungary	% within Country of Study	35,4%	11,6%	27,9%	23,1%	2,0%	100,0%
	Adjusted Residual	-,2	-5,2	3,1	2,9	,4	
	Count	128	92	71	58	6	355
	% within Country of Study	36,1%	25,9%	20,0%	16,3%	1,7%	100,0%

*P< 0.01

Source: author's own research based on SPSS, 2019

According to Table 9 (Pearson Chi-Square = 35.047, Asymp. Sig. (2-sided) = 0.000), a significant relationship was found between occupational effects and the country of study. The findings show that the plans regarding working in the private sector are very close among the students pursuing higher education in Turkey and Hungary. From those studying in Turkey, 36.1% plan to continue their careers in the government sector after graduation while from those studying in Hungary 11.6% plan to do so. As for the preference towards entrepreneurship, from those studying in Hungary, 27.9% plan to become entrepreneurs after graduation, while from those studying in Turkey 14.4% plan to do so. When examining the preference of becoming an academician/educator, the results are quite different: 11.5% of those studying in Turkey plan to become an academician/educator

while 23.1% of those studying in Hungary plan so after graduation. As a result of these, Hypothesis 5b was accepted.

3.2. New and Novel Scientific Achievements

Numerous Turkish students pursued and continue to pursue higher education abroad. In this dissertation, I compare the development of the careers of students studying in Hungary vs. Turkey based on their academic, cultural and personal development/changes. The results of my research are as follows:

- 1) One of the general findings of this study is that higher education has numerous effects on the future of the participants. The study reveals the differences in the careers of Turkish students that studied in Turkey vs. Hungary. Those who pursued higher education in Hungary proved to be more career-oriented than those who did it in Turkey.
- 2) Generally speaking, being open-minded is an important factor among students, but those who pursued higher education in Hungary proved to be more open-minded than those who did it in Turkey.
- 3) This study also reveals that numerous students studying in Turkey have problems with speaking languages. I have discovered that pursuing higher education in Hungary has had a strong positive effect on language skills.
- 4) There was also a difference in the countries where students tend to work after graduation. Those who studied in Turkey thought to continue their careers in Turkey after graduation while the Turkish students who studied in Hungary thought to continue their careers in a foreign country.
- 5) When examining the selection of a profession after graduation, I found the differences between students who studied in Hungary and those in Turkey.

4. CONCLUSIONS AND RECOMMENDATIONS

Selecting an occupation is one of the most important decisions that influence and individual's life. Every individual hopes to select a profession that they can continue with inspiration and enthusiasm throughout their lives. Career selection is influenced by a number of factors and is directed by career planning. Among these factors the effects of the family and the environment also have an important place. Apart from this, the chronic problem of unemployment and work conditions may also exert pressure on young people still pursuing education in Turkey or worldwide. Also, the effect of globalization and technology brought about new occupational areas and groups. Along with the increase in "educated" population, employers tend to a more particular employee selection on the labor market. In this environment, students still in their educational years have become more competitive and attach more importance to development.

The emergence of new occupational groups and the changes in lifestyle compel global trendsetters to take the requirements of employers / the labor market into account even in the educational system. At first sight, this may seem like a possible solution. However, in this age of increasing globalization numerous factors of the quality of education should be examined. One of these factors is the difference between pursuing education inland and abroad. As it can be seen from this study, Turkish students studying abroad show a more significant development academically, culturally and in language skills, and this development has a significant effect on their careers.

In the light of the foregoing, unemployment is a chronic problem in every country. Therefore, having alternative choices is an important factor for students to be able to find acceptable employment. Those who studied in Hungary have a greater preference to continue their careers abroad. In this regard, students have various choices regarding the country where they plan to continue their careers.

We can see that numerous students completing their studies in Turkey hope to work in the government sector after graduation. The reason is that those working in the government sector are less influenced by the unfavorable developments of economy and labor market than those in private sector. As this dissertation reveals, students pursuing higher education in Turkey still see the government sector as a gateway to employment. However, fewer students from those who pursue education in Hungary think in the same way.

Table 10. Overview of Empirical Research

H1: Turkish students who have been studying in Hungary are more career- oriented than the Turkish students who have been doing their studies in their native country.	Approved
H2: Turkish young people who have been going to university in Hungary are more interculturally sensitive / global minded than their fellows who have remained home.	Approved
H3: Turkish students who have been taking a BA, MA or PhD course in Hungary have made more foreign language development than the ones who opted for carrying on their studies in Turkey.	Approved
H4: Turkish youth who have enrolled in an academic course in Hungary have made more education /academic development than those who have not.	Rejected
H5a: Turkish students who have been admitted to a university training in Hungary are more sufficient to work abroad than Turkish citizens graduated from a higher educational institution in Turkey.	Approved
H5b: There is an occupational difference between the Turkish graduate and undergraduate students pursuing their studies in Hungary and their compatriots staying in Turkey.	Approved

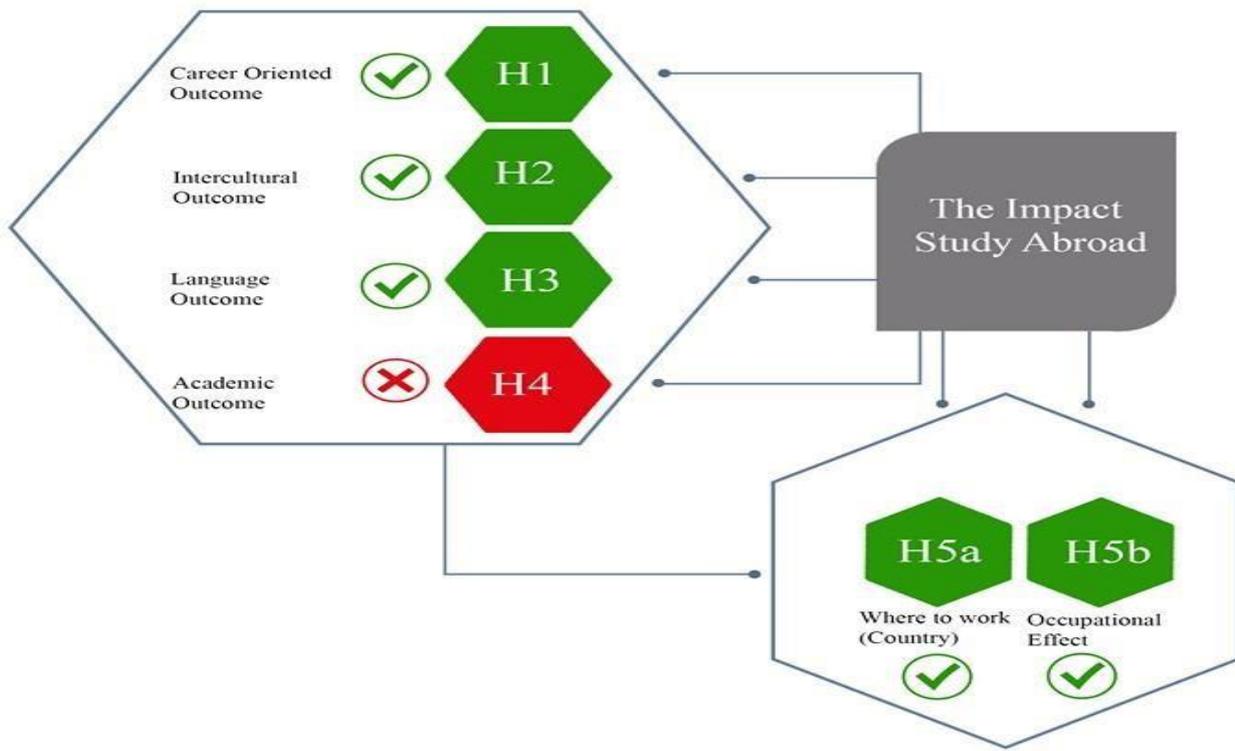


Figure 4. Overview of Hypotheses
 Source: author's own editing, 2018

Recommendations

The consequences of the differences between students pursuing higher education inland vs. abroad are obvious. This difference is recognized by the Turkish state and the Ministry of National Education as well, and numerous Turkish students are sent abroad for higher education with scholarships in LYSL programs (MEB, 2019). Also, the number of universities and students has increased in Turkey recently. However, there is a lot of debate going on about the quality of higher education. That is why the revision of Turkish higher education programs is inevitable.

With the constant changes in the Turkish education system, students have considerable difficulties to design their careers. For this reason, after their graduation, steps are to be taken in order to fulfil

their expectations. Most investments into the Turkish higher education was, indeed, positive but some of them had negative impacts. For example, a study conducted by the Turkish Council of Higher Education or YÖK (2007) shows that the high capacity of the universities contributes to the high level of unemployment among the professionals with university degree. First, the higher educational curricula have to be revised taking into account the needs of the workforce market. The same way, to introduce a solid scheme of “career management” and “educational management”, policy-makers have to pay special attention to make the young people enter the “labour market” in a much smoother manner.

It is also important to carry out studies among students studying in both Hungary and Turkey regarding the differences between the education system of the two countries. Revealing these differences will help to highlight the deficiencies of Turkish higher education.

The years to come will probably become more difficult for students in higher education. Therefore, different solutions should be provided for students studying both in Turkey and abroad. In the opinion of the Hungarian academician LAZANYI (2012), in order to achieve long-term success, the requirements of employers / labor market should also be taken into account in the educational system. One of solution, entrepreneurship should be encouraged for higher education students (Illes, Dunay, & Jelonek, 2015).

According to AKTAN (2007), the most prevalent university model in future higher education will be the “entrepreneurship university model”. Therefore, in order to avoid making students see higher education as a “waste of time,” scholars and decision-makers should closely follow worldwide trends and developments and keep education systems up to date. With appropriate studies and education, students may also be better equipped to overcome the discouraging factors that constitute obstacles in the way of successful entrepreneurship.

On the other hand, the Turkish-Hungarian educational relationship should be developed. Therefore, I think that there are solid arguments to support the opinion that it is worth studying in Hungary, but the two respective governments must better advertise this option.

The cooperation in the field of education between Turkey and Hungary goes back to a contract signed in Ankara on the 5th June 1989 (MFA.GOV.HU, n.d.). This agreement has been reviewed and renewed several times since that date. The latest diplomatic document underlining the importance of friendship and cooperation in the Turkish-Hungarian relationships was decreed by the Hungarian government on the 9th April,2015 (JOGTAR.HU, 2015). Article 12 of this accord states that the two governments encourage the cooperation between the higher education

institutions and the research centers of the two countries and the establishment of common research programs based on European principles.

Having said so, one cannot deny that these wonderful ideas must be put into practice. My opinion that an action plan-oriented common work group designated by the respective governments can put together a special brochure and a web page to draw the attention of possible candidates to the scholarship program of Stipendium Hungaricum. I am fully convinced that the Hungarian infrastructure is ready to deal with more Turkish students and in Anatolia, there is willingness to come to study in Hungary.

I think that in the future, deeper investigation should be done on the university students. I would especially study the needs of the workforce market in relation to the career planning. I would also do a research to compare the level of satisfaction among students studying abroad and at home.

5. SUMMARY

In the dissertation, I aimed at pointing out the effects of studies pursued in Hungary vs. Turkey on the careers of Turkish students. I have concluded that students having studied in Hungary have more career alternatives than those completing their studies in Turkey. Students completing their studies in Turkey also tend to have numerous shortcomings in their language skills while those having studied in Hungary demonstrate much stronger foreign language skills. Universities are also important in developing students' views of different cultures in a positive way. One of the important findings of this research is that students having studied in Hungary are definitely more open-minded.

Along with the increasing number of university graduates, the number of graduates on the labor market is rising. The career expectations of Turkish students completing their studies in Turkey proved to be different from those of their peers having studied in Hungary. Most of the students completing their studies in Turkey plan their careers in the government sector. Most of those having studied in Hungary plan to continue their careers as private sector employees or entrepreneurs.

There is also a difference between the country of choice for post-graduate employment. Most of the Turkish students completing their studies in Turkey plan to continue their careers in Turkey, those having studied in Hungary have plans to continue their careers abroad.

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