

A Research on the Effect of Career and Job Getting Perception on Learning Motivation and Career Development Efforts

(Kariyer ve İşe Yerleşme Algısının Öğrenme Motivasyonu ve
Mesleki Gelişim Gayreti Üzerine Etkisi)

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Abstract

Learning motivation can be defined as learner's perception of learning activities for meaningful and valuable, an effort for benefiting from them for himself. Studies executed on learning motivation show that a highly motivated student carries on his learning activities on account of pleasure he takes in a learning activity and learning facilities or the sense of achievement inspired. On the one hand, as for a lowly motivated student, he does his work for the sake of an award or avoidance of possible punishments. This situation has an impact on the success of teaching activity to a great extent. There are many factors that affect learning motivation which has such importance on teaching. Through removing the obstacles, educators and training directors strive for creating learning environment where learning motivation is considerably high. It has been revealed in many studies that personnel's career expectations and their wish for having permanent positions contribute to their performing better in the organization, having high organizational commitment and tendency for not leaving their jobs. Accordingly, in the process of learning towards a job, the perception of both having had the occupation and career's meeting the expectations related with the job draw attention as a variable influencing candidates' learning motivation. The problem of this study is to determine the impact of students' job getting and career perceptions on learning motivation and career development efforts. In this study, by confirming aeronautics undergraduates' getting a job and their career perception together with the levels of their career development efforts and learning motivation perceptions, the correlation between them is examined. According to study findings, it is concluded that career perception influence positively not only learning motivation but also career development effort, whereas job getting perception affects learning motivation positively, it has no effect on career development effort.

Key Words: Learning motivation, job getting perception, career perception, career development effort.

Özet

Öğrenme motivasyonu; öğrenen bireyin öğrenme etkinliklerini anlamlı ve değerli bulması, bunlardan kendisi için fayda sağlama çabası olarak tanımlanmaktadır. Öğrenme motivasyonuna yönelik yapılan çalışmalar, öğrenme motivasyonu yüksek bir öğrencinin öğrenme aktivitesini kendisine verdiği zevk, öğrenme olanakları ya da uyandırdığı başarı hissi için yapmakta iken öğrenme motivasyonu düşük öğrenci ise yaptığı işi ödül elde etmek ya da muhtemel cezalardan kaçınmak amacıyla yapmakta olduğunu ortaya koymaktadır. Bu durum öğretim faaliyetinin başarısına büyük ölçüde etki etmektedir. Öğretimde bu denli öneme sahip olan öğrenme motivasyonunu etkileyen birçok faktör bulunmaktadır. Eğiticiler ve eğitim yöneticileri bu engelleri ortadan kaldırarak öğrenme motivasyonunun yüksek olduğu öğretim ortamlarını yaratma gayretindedirler. Çalışanların

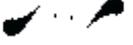
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kariyer beklentileri ve çalıştıkları işte kalıcı olma isteklerinin, örgütte daha yüksek performans göstermelerine, yüksek örgütsel bağlılığa sahip olmalarına ve örgütten ayrılmama eğilimi göstermelerine katkı sağladığı yapılan birçok araştırmada ortaya konmuştur. Bu kapsamda bir mesleğe yönelik öğrenme sürecinde, mesleği edinmiş olma algısı ile o mesleğe ilişkin kariyer algısının beklentileri karşılaması da adayların öğrenme motivasyonlarını etkileyen bir değişken olarak dikkat çekmektedir. Bu araştırmanın problemi; bir mesleğe yönelik öğrenim gören öğrencilerin işe yerleşme ve kariyer algılarının öğrenme motivasyonları ile mesleki gelişim gayretleri üzerine etkisinin belirlenmesidir. Araştırmada havacılık alanında yükseköğretim gören öğrencilerin işe yerleşme ve kariyer algıları ile öğrenme motivasyonu algıları ve mesleki gelişim gayretlerinin düzeyleri tespit edilerek aralarındaki korelasyon irdelenmektedir. Araştırma sonuçlarına göre; kariyer algısının hem öğrenme motivasyonu hem de mesleki gelişim gayretini olumlu yönde etkilediği, işe yerleşme algısının ise öğrenme motivasyonunu olumlu yönde etkilerken mesleki gelişim gayreti üzerinde etkili olmadığı görülmüştür.

Anahtar Kelimeler: Öğrenme motivasyonu, işe yerleşme algısı, kariyer algısı, mesleki gelişim gayreti.



Introduction

Personnel's futuristic career expectations in the organizations and awareness of being permanent for their jobs or their perception just like that are among the factors reflecting on their organizational behaviours. Career is defined as "a degree gained by striving in time at an occupation, achievement and speciality". A career consists of a status and a position that contains same kind of work and abilities that personnel will follow consecutively in the organization (Noe; 2009:430). It is a development process comprising personnel's one or more businesses and experience in the organization (Baruvh ve Rosenstein, 1992:478). With a broad perspective, a personnel's career doesn't concern solely the works that he has, but it makes sense when he is trained in order to realize his desires, feelings, targets and expectations about the job role given to him at a workplace, and to advance in the career with knowledge, skill, ability and work wish he has (Beach, 1980:20).

Career means proceeding vertically at a specific work area and occupational specialisation. Personnel, wishing for success or having a voice and fond of appreciation by others look for career paths that they can advance. Career is an issue about psychological needs expressing person's will to achieve and in fact it reminds of performance by the spot that they reach. In this sense, career perception of a person encourages him to learn more to advance and motivates him not only to have knowledge and skill but also to develop his career. Naturally learning more and desire for progress create learning motivation.

With career management systems that they put forth, organizations on the one hand motivate personnel by meeting their psychological needs such as prosperousness, promotion and rewarding, on the other hand they train qualified labour force among the ones adopting its vision and mission, compatible with organizational culture that they need for positions. Therefore, career management matters for organizations. With high career perception, personnel who are aware of goals regarding positions to reach are in tendency to show effort and determination on the way of accomplishing the objectives and behave in the manner of covering expectations of the organization. In an organization with an effective career system, it has been noticed in many studies that personnel demonstrate positive organizational behaviours as organizational motivation, working performance, harmony with organizational

culture, high commitment to organization, teamwork and organizational citizenship, and they keep away from leaving the employment and undesired behaviours.

Like a career, psychological needs for personnel as acquiring the job and the perception of being permanent contribute personnel to show aforementioned positive organizational behaviours. Personnel, feeling comfortable at work and unwilling to quit the job without their own accord incline to put more effort forth by the reason of securing their future. But in such conditions that permanence at work isn't bound to specific terms and performance measures, it is among the probabilities for the personnel to let down the expectations and show substandard productivity serving a different organizational behaviour. As a matter of fact, like career perception, we encounter with the perception of having a job or job permanence as a factor to affect personnel's organizational behaviours positively or adversely on account of providing their certain psychological needs.

Instructors place a particular importance to learning motivation and career developments of occupation candidates at certain departments of particular universities like vocational school of higher education that train member of profession for governmental institutions or a corporate business group, partly colleges giving nursing education and medicine, vocational schools of higher education and vocational high schools giving career related training where graduates know which institutions to work, and what jobs to do. As the graduates are planned to work as soon as they graduate, learning motivation at that sort of schools where member of profession are trained has a specific importance. Behaviours of career candidates towards learning with spontaneous learning energy help them acquire the basics of their occupation in a way of true and complete and reach to the level of ability and competence to carry on their work, and thanks to awareness of career development, as preparing themselves for the occupation, they will be in endeavour of career development. However, under the influence of having an occupation, students at these kinds of school seldom have worry for training process and career development so this incuriousness can decrease their career development effort and learning motivation. Similarly, depending on whether their career perception will meet their expectations or not, students' learning motivation and career development efforts can be low or high.

Adair (2006) defines motivation as the summary of all factors that put human beings in action. These factors activating human beings give energy to address him towards a certain direction. In this case, motivation is an energy that activates human beings for a specific behaviour. As for learning motivation, it is individual's volunteer movement in a certain direction for learning activities. According to Woolfolk (1998), learning motivation is believed to be a tendency for academic studies and as for Brophy (1998), it is an endeavour for benefitting from them in the light of their targets through finding learning activities meaningful and educatory (Akt. Demir, 2008:35). In another definition, motivation is described as a force canalising human beings to reason, to improve and to behave. (Deci and Ryan, 2008:14). Clark and Schroth's (2010:19) definition as individuals' continuance to their school life and accomplishing the degree they have targetted expresses the definition of learning motivation in a different way. At this stage, learning motivation can be defined as the factors affecting the degree that a learning individual targets during his training and

occupation process with the aim of gaining favor from learning activities and his finding them meaningful and valuable.

As a result of high career expectation, career development efforts, observable behaviours on an individual”, are additional desired attempts that individuals display to improve themselves related to their occupations. People, wishing to obtain a footing are in a struggle for career development. Employees giving their all for career development are in tendency to enhance their competence vocationally through taking additional in-house or extra trainings willingly, forcing their skills, making research and learning more about occupational subjects and their own works.

People’s willingness to learn on their own, exhibiting behaviour towards learning, doing extra learning activities voluntarily to improve themselves vocationally and to learn better play an important role at gaining knowledge, skills and competence regarding their works. Whereas insufficient learning coming up at basic trainings because of low learning motivation result in forcing or discontinuing to the next training, the lack of learning motivation concerning occupational learning result in deprivation of competence to carry on their work. Learning motivation and career development effort have a particular importance at schools giving trainings towards occupation, so instructors and directors are in search of methods and principles that will provide learning motivation.

As aforementioned; in literature, there are many studies in which either career perception and or learning motivation is analysed in terms of different variables. In addition to this, there is no study in which learning motivation is analysed from the point of career. Accordingly, there isn’t any study about job getting perception in relation to learning motivation. This study is to determine whether there is a connection between career and job getting perception with learning motivation and career development effort.

Problem and Method of the Research

Problem of the Research

Basically this study concentrates on specifying whether “job getting perception” which causes learners to feel “having acquired the job” and “having a job” with career perception comprising of future and career expectations related to their occupation is effective on learning motivation and career development effort or not. Within this framework, the problem of the study was determined as: Do career and job getting perception have effect on learning motivation and career development effort?

Hypotheses of the research: Depending upon the problem of the research, suggested hypotheses are presented below:

H₁: Career perception has a positive influence on learning motivation,

H₂: Job getting perception has an adverse influence on learning motivation,

H₃: Career perception has a positive influence on career development effort,

H₄: Job getting perception has an adverse influence on career development effort,

H₅: First graders’ learning motivations are higher than second graders’.

H₆: Career perception of second graders' are higher.

H₇: In terms of job getting perception, there is no meaningful difference between first and second graders.

H₈: In terms of career development effort, second graders are more diligent than first graders.

Population and Sample of the Research

The population of the research consists of 2014-2015 academic year students of vocational school of higher education giving associate degree education on aviation field, and in research population, totally 785 students are available as both first and second graders. The sample for his paper is in % 95 confidence limit than major population and foreseeing % 5 error margin, it was determined as 275 (Israel-2003, s;3) and data was collected through random sampling method selecting 285 students among ones continuing education. Appropriate and errorless questionnaires were used for calculations.

Data Collection Ways of the Research:

For this research, in order to find out the learning motivation levels of the students, prepared and developed by Bozanoğlu (2004) ,“Academic Motivation Scale”, was used, and validity and reliability of which was already completed (Akday, 2009). The scale consisted of totally 20 points, and one question was asked as an adverse question. It was graded as a kind of 5 point Likert scale, and it was measured as “1” point for “Strongly Agree”, and “5” point for “Strongly Disagree”. Being high or low of the point obtained from the scale shows the level of the learning motivation degree. Only 4. point was graded adversely. On behalf of reliability, for the first group, Cronbach's Alpha internal consistency parameter was calculated as 0.77 and 0.83 for the second group and when the whole group is considered, it became 0.86 (Bozanoğlu, 2004: 89-92). Calculated Cronbach's Alpha value was considered as 0.902. The reliability of the scale is very high (Table 1).

In this research, so as to measure career perception, graded as 5 point Likert scale, a questionnaire was prepared. Totally it consisted of 17 questions, and it was measured as “1” point for “Strongly Agree” and “5” point for “Strongly Disagree”. Being high or low of the point obtained from the scale shows whether career perception is low or high. Prepared with sole factor and collected at one factor in the analysis, calculated Cronbach's Alpha value of the questionnaire was determined as 0.915 and the reliability of the questionnaire is very high. (Table 2).

Table 1

Statistical values related to reliability analyses of learning motivation scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LMOT1	66,7404	133,439	,421	,900
LMOT2	66,7614	130,929	,605	,895
LMOT3	67,1544	133,701	,493	,898
LMOT4	67,0386	135,157	,367	,902
LMOT5	66,4842	134,011	,534	,897
LMOT6	67,2667	134,224	,508	,898
LMOT7	67,6842	132,301	,485	,898
LMOT8	67,1053	129,503	,635	,894
LMOT9	66,7509	134,406	,453	,899
LMOT10	67,3649	130,218	,583	,896
LMOT11	67,1789	129,380	,603	,895
LMOT12	66,7825	130,791	,661	,894
LMOT13	67,8000	133,970	,466	,899
LMOT14	66,6667	130,469	,685	,893
LMOT15	66,3368	138,013	,374	,901
LMOT16	67,1333	129,102	,630	,894
LMOT17	67,0632	130,045	,566	,896
LMOT18	66,9368	130,897	,593	,895
LMOT19	67,0316	130,270	,600	,895
LMOT20	68,1860	133,131	,426	,900

Cronbach's Alpha; 0.902 (N=20)

In this research, so as to measure career perception, graded as 5 point Likert scale, a questionnaire was prepared. Totally it consisted of 17 questions, and it was measured as “1” point for “Strongly Agree” and “5” point for “Strongly Disagree”. Being high or low of the point obtained from the scale shows whether career perception is low or high. Prepared with sole factor and collected at one factor in the analysis, calculated Cronbach's Alpha value of the questionnaire was determined as 0.915 and the reliability of the questionnaire is very high.

Table 2

Statistical values related to reliability analyses of career perception

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
CAR1	55,2993	186,020	,590	,910
CAR 2	55,5669	180,126	,681	,907
CAR 3	55,2500	182,231	,667	,908
CAR 4	56,0845	192,014	,294	,918
CAR 5	55,3627	182,875	,655	,908
CAR 6	55,5915	174,709	,348	,931
CAR 7	56,0669	181,087	,655	,908

CAR 8	56,0246	180,455	,695	,907
CAR 9	55,5106	177,636	,740	,906
CAR 10	55,7218	181,947	,640	,908
CAR 11	55,6725	179,875	,715	,907
CAR 12	55,9296	175,953	,723	,906
CAR 13	55,7500	181,736	,646	,908
CAR 14	56,0106	181,290	,629	,909
CAR 15	55,3275	186,758	,546	,911
CAR 16	55,8768	178,024	,728	,906
CAR 17	55,8838	178,859	,728	,906

Cronbach's Alpha; 0.915 (N=17)

The questionnaire measuring job getting perception and used to find out people's perception of having a job is prepared as 5 point Likert scale. Consisting of totally 8 questions, it is measured as "1 Point-Definitely Agree and 5 Point Definitely Disagree. Being high or low of the point obtained from the scale shows whether the job getting perception is low or high. Prepared as one factor, questionnaire is accumulated at one factor for executed analyses. Calculated Cronbach's Alpha value is stated as 0.886 and the reliability of the questionnaire is very high.

Table 3

Statistical values related to reliability analyses of job getting perception

	Scale Mean if Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha If Item Deleted
JGP 1	18,2089	45,176	,514	,885
JGP 2	17,8116	42,415	,640	,874
JGP 3	18,0890	39,257	,772	,860
JGP 4	17,7945	40,226	,754	,862
JGP 5	17,4932	40,787	,725	,865
JGP 6	17,8082	41,551	,660	,872
JGP 7	17,8116	41,803	,619	,876
JGP 8	17,8596	42,740	,567	,881

Cronbach's Alpha; 0.886 (N=8)

The questionnaire made for determining career development effort was also prepared as 5 point Likert scale. Consisting of totally 7 questions, it was measured as 1 Point for "Strongly Agree" and 5 Point "Strongly Disagree". Being high or low of the point obtained from the scale shows whether career development effort is low or high. Calculated Cronbach's Alpha value was found as 0.480 and low level reliability was derived. For Internal consistency calculation, when 5. and 3. points were deleted respectively, reliability was found as 0.630. Approved lower limit for Alfa parameter is 0.70. With this condition, the reliability of career development questionnaire isn't high. But for certain discovery researches, this level can go down to 0.60 (Hair vd. 1998:118). Leech and others state that scales where there are a few points, lower alpha parameter between the range of 0,60–0,69 is acceptable (Leech, vd. 2005: 67). The questionnaire lowered to 6 points and composed of phenomenal points after analyses, its reliability is acceptable when considered to be used for a new subject.

Table 4-1

Statistical values related to reliability analyses of career development effort

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
CDE 1	27,2055	36,274	,392	,420
CDE 2	27,3185	37,036	,263	,443
CDE 3	26,7671	26,832	,174	,521
CDE 4	27,1781	34,429	,250	,435
CDE 5	27,4452	32,028	,109	,522
CDE 6	27,4144	35,199	,450	,402
CDE 7	27,2158	35,194	,293	,426
CDE 8	27,4384	36,268	,293	,433

Table 4-1

Statistical values related to reliability analyses of career development effort

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
CDE 1	19,1370	13,686	,477	,555
CDE 2	19,2500	14,587	,264	,619
CDE 4	19,1096	12,105	,297	,630
CDE 6	19,3459	13,114	,515	,537
CDE 7	19,1473	13,054	,318	,606
CDE 8	19,3699	13,265	,400	,571

Cronbach's Alpha; 0.630 (N=6)

Method and Design of the Research

The data obtained from research result was analysed by making use of statistical analysis within the context of research targets. For analyses SPSS (Statistical Package Program for Social Science) 15.0 packaged software was used. Firstly; findings related to people's definitive statistics were examined. After that, through investigating correlations between variables, research hypotheses were resolved. In the research, for intersubscale correlations, Pearson Momentler Multiplying Correlation parameters were calculated. In the process of testing hypotheses, in order to determine the impact of independent variables on dependent variables, regression analysis was used. Finally, the impact of grades on dependent variables were examined, and to specify the relations, t-test was applied.

Findings of the Research and Discussion

Definitive Statistics Related to Participants

Upon taking a look at participants' definitive statistics partaking in the sample; the highest rate belongs to Anatolian High School with % 36 and General High School with % 31,5. Both school types are followed by Anatolian Technical High School with % 12,3. Other school types change from % 1 to % 7,5 and an appropriate division for research can be recognised.

Table 5
Participants regarding school type

School Types	Frequency	Valid Percent	Cumulative Percent
Anatolian	105	36,0	36,0
Anatolian Technical High Scholl	36	12,3	48,3
Technical	14	4,8	53,1
Vocational	22	7,5	60,6
Business	10	3,4	64,0
Social Sciences	6	2,1	66,1
General	92	31,5	97,6
Tecaher Training	2	,7	98,3
Other	3	1,0	99,3
Multi-Program	2	,7	100,0
Total	292	100,0	

In the table below, while % 52,4 of 292 participants' is composed of first graders, % 47,6 of them is composed of second graders.

	Frequency	Valid Percent	Cumulative Percent
1.Grade	153	52,4	52,4
2.Garde	139	47,6	100,0
Total	292	100,0	

Participants' associate degree majors can be seen on the table below. % 39 of the participants study at Social Programs, % 26 of them study at Aircraft Technology Program and % 20,9 of them study at Electronics and Communiacion Program. Other participants study at another programs at different rates changing from % 1 to % 8,9, and depending on participants' programs, it represents the population of the sample owing to students from all majors.

Table 7
Majors of the participants

Programs	Frequency	Valid Percent	Cumulative Percent
Social Programs	114	39,0	39,0
Air Traffic	1	,3	39,4
Automotive Tech.	26	8,9	48,3
Elect. and Com.	61	20,9	69,2
Electrics	3	1,0	70,2
Aircraft Tech.	76	26,0	96,2
Computer	11	3,8	
Total	292	100,0	100,0

Upon being evaluated in terms of their credit averages, participants' credit averages are gathered between 2 and 3 credit, in other words % 45 of them stands at this interval. Over 3 credit, there are 42, below 1,5 there are 50 participants. As the subject of the research is about the learning motivation that affecting students' credits, credit division is dispersed appropriately for the research.

Table 8
Credit averages of participants

Between	Frequency	ValidPercent	Cumulative Percent
3,51-4,00	6	2,1	2,1
3,01-3,50	36	12,3	14,4
2,51-3,00	56	19,2	33,6
2,01-2,50	78	26,7	60,3
1,51-2,00	66	22,6	82,9
1,50 and lower	50	17,1	
Total	292	100,0	100,0

Testing Research Hypotheses

Before starting to test research hypotheses, it will be beneficial to analyse averages concerning divisions. Averages regarding divisions partaking in research scale can be seen on the table below. When learning motivation is taken into account for all students, their averages are 3,52, and this indicates a learning motivation between fair and fine levels. The average of Career Development Effort is 3,85, a very close degree to fine level. It can be seen that participants' career perception averages are 3,48, this level stands between fair and fine, and perception of having a job is under fair level with 2,56. From this point of view, it can be thinkable that participants don't percieve themselves as having the work and the job throughly.

Table 9
Averages of participants regarding variables

	N	Minimum	Maximum	Mean		Std.	
				Statistic	Error	Deviation	Variance
LMOT	292	1,55	4,95	3,5253	,03517	,60102	,361
CARPER	292	1,12	5,00	3,4750	,04815	,82275	,677
JOPGETPER	292	1,00	4,88	2,5514	,05358	,91559	,838
CARDEVEF	292	1,00	6,00	3,8453	,04119	,70382	,495
Valid N	292						

Depending on grades, averages with regard to variables can be seen on the table below. The expectations from the point of averages are to be like that: high learning motivation for first graders, high career perception and career development effort for second graders, and job getting perception is high for both graders. Yet when the averages are considered, the averages belonging to first graders are higher at all variables upon being compared with second graders. Normally it is expected that career perception and career development effort should be higher for second graders, in reality it is higher for first graders.

Table 10
Averages of participants in terms of grade variables

	1. Graders' Averages					2. Graders' Averages				
	N	Min.	Max.	Mean	Std. Deviation	N	Min.	Max.	Mean	Std. Deviation
LMOT	153	1,55	4,90	3,6503	,54452	139	1,60	4,95	3,3878	,63148
CARPER	153	1,35	5,00	3,7855	,66560	139	1,12	5,00	3,1333	,84557
JOBGETPER	153	1,00	4,88	2,7582	,93955	139	1,00	4,63	2,3237	,83417
CARDEVEF	153	1,00	5,00	3,9085	,67374	139	1,50	6,00	3,7758	,73165
Valid N	153					139				

At this stage of the research, it was switched to hypothesis tests. Before applying hypothesis tests, the correlations between variables were analysed. When the table below is viewed, there is a medium level correlation between career perception and perception of getting a job with learning motivation variables. Between career perception and career development effort, there is a medium level relation. There is also a low correlation between job getting perception and career development effort. As there is a medium level relation between variables, except the relation between job getting perception and career development effort, it was started to test the analyses.

Table 11
Correlations between variables

		ÖĞRMOT	KARALGISI	İŞEYERALGISI	MESGELGAY
LMOT	Pearson Correlation	1	,558(**)	,394(**)	,570(**)
	Sig. (2-tailed)		,000	,000	,000
	N	292	292	292	292
CARPER	Pearson Correlation	,558(**)	1	,297(**)	,459(**)
	Sig. (2-tailed)	,000		,000	,000
	N	292	292	292	292
JOBGETPER SI	Pearson Correlation	,394(**)	,297(**)	1	,172(**)
	Sig. (2-tailed)	,000	,000		,003
	N	292	292	292	292
CARDEVEF	Pearson Correlation	,570(**)	,459(**)	,172(**)	1
	Sig. (2-tailed)	,000	,000	,003	
	N	292	292	292	292

** Correlation is significant at the 0.01 level (2-tailed).

So as to test the hypotheses, multiple regression analysis was applied. As it can be seen that the career and job getting perception can clarify % 37 of ($R^2=0,368$) learning motivation, it has a positive influence on learning motivation..

Table 12-1
Summary of the Design

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,607(a)	,368	,364	,47933

Predictors: (Constant), JOBGETPER, CARDEVEF.

Table 12-2
Regression table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	Zero-order	Partial
1	(Constant)	1,879	,130		14,450	,000
	CARPER	,353	,036	,484	9,881	,000
	JOBGETPER	,164	,032	,250	5,103	,000

Dependent Variable: LMOT

On the table below, as it can be seen that career perception and job getting perception clarify % 21 of ($R^2=0,212$) career development effort, it has a positive impact on learning motivation. But “p” value of job getting perception is 0,475, it is clear that it has no influence on career development effort.

Table 13-1
Summary of design

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,461(a)	,212	,207	,62676

Predictors: (Constant), JOBGETPER, CARPER

Table 13-2
Regression table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	Zero-order	Partial
1	(Constant)	2,437	,170		14,338	,000
	CARPER	,383	,047	,448	8,191	,000
	JOBGETPER	,030	,042	,039	,715	,475

Dependent Variable: CARDEVEF

As it can be remembered, the research hypotheses are like these;

H₁: Career perception has a positive influence on learning motivation,

H₂: Job getting perception has an adverse influence on learning motivation,

H₃: Career perception has a positive influence on career development effort,

H₄: Job getting perception has an adverse influence on career development effort.

After regression analysis executed;

H₁ hypothesis is accepted as career perception has a positive influence on learning, H₂

hypothesis is refused as instead of adverse, job getting perception has a positive influence on learning motivation. H₃ hypothesis is accepted as career perception has a positive influence on career development effort, H₄ hypothesis is refused as job getting perception has no influence on career development effort.

In this part of the research, t-test was applied to determine whether averages regarding variables differs basing upon grades or not. For unrelated samples, t-test is used to test if the difference between averages of two unrelated groups are significant or not. The averages of first and second graders in terms of variables can be seen on the table below.

Table 14
Group Statistics in terms of variables

	Class	N	Mean	Std. Deviation	Std. Error Mean
LMOT	1	153	3,6503	,54452	,04402
	2	139	3,3878	,63148	,05356
CARPER	1	153	3,7855	,66560	,05381
	2	139	3,1333	,84557	,07172
JOBGETPER	1	153	2,7582	,93955	,07596
	2	139	2,3237	,83417	,07075
CARDEVEF	1	153	3,9085	,67374	,05447
	2	139	3,7758	,73165	,06206

T-test results can be seen on the Table below. Considering the data on the table, learning motivations of students, career and job getting perception show a meaningful difference according to the grades. From the point of learning motivation, as $t=3,814$, $p<0.05$, first graders' averages (3,6503) are higher than second graders' (3,3878) so learning motivation of first graders is higher. This result indicates that the level of learning motivation shows a meaningful difference according to the grades.

With regard to career perception, as $t=7,356$, $p<0.05$, first graders' career perception average (3,7855) is higher than second graders' learning motivation average (3,1333), first graders has a higher career perception. This result shows that the level of career perception shows a meaningful difference according to the grades.

From the viewpoint of job getting perception, as $t=4,161$, $p<0.05$, first graders' job getting perception average (2,7582) is higher than second graders' (2,3237), first graders have higher job getting perception. This result states that perception of getting into a job level shows a meaningful difference according to grades.

Considering career development effort; as $t=1,614$ "p" value is higher than 0.05', it can be understood that studying at first or second grade doesn't create a meaningful difference with respect to career development. In this case, although career development effort averages of first graders is higher than second graders, we can't state that first graders are at a better level than second graders. This result points out that the average of career development effort doesn't indicate a meaningful difference in respect to the grades.

If necessary to explain in brief, while learning motivation indicates a meaningful difference with regard to career and job getting perception, career development effort doesn't show a meaningful difference regarding the grades studied. As it can be remembered, H₅ Hypothesis

“learning motivation of first graders is higher than second graders”, H₆ Hypothesis “Career perception of second graders is higher”, H₇ Hypothesis “In terms of job getting perception, there is no meaningful difference between first and second graders”, H₈ Hypothesis “In terms of career development effort, second graders are more diligent than first graders.”

After the t-test applied; H₅ hypothesis is accepted owing to the fact that the grade shows a meaningful difference in terms of learning motivation. H₆ hypothesis is refused although the grade studied shows a meaningful difference; contrary to expectations, the averages at first grades are higher. H₇ hypothesis is refused although the grade isn't foreseen as a meaningful difference in terms of job getting perception, a meaningfulness towards first grades is identified. H₈ hypothesis is refused due to the fact that a meaningful difference isn't determined in terms of the grade's career development effort.

Table-15
T-test results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99 % Confidence Interval of the Difference	
									Lower	Upper
LMOT	Equal variances assumed	3,295	,071	3,814	290	,000	,26256	,06884	,12707	,39805
	Equal variances Not assumed			3,787	273,927	,000	,26256	,06933	,12607	,39904
CARPER	Equal variances assumed	11,145	,001	7,356	290	,000	,65216	,08865	,47767	,82665
	Equal variances Not assumed			7,274	261,782	,000	,65216	,08966	,47561	,82871
JOBGETPER	Equal variances assumed	2,955	,087	4,161	290	,000	,43443	,10440	,22895	,63990
	Equal variances Not assumed			4,185	289,852	,000	,43443	,10381	,23012	,63874
CARDEVEF	Equal variances assumed	1,380	,241	1,614	290	,108	,13272	,08224	,02916	,29459
	Equal variances Not assumed			1,607	281,076	,109	,13272	,08257	,02982	,29525

Conclusion and Suggestions

In this research, it has been examined whether career perception and the job getting perception variables have influence over learning motivation. As a result, it is inferred that career perception and perception of getting into a job have a positive impact on learning motivation, career perception affects career development effort positively, but perception of getting into a job is ineffective on career development effort.

It can be stated that within the scope of these results, existence of a good career system, and perception of this by people have a big importance in terms of learning motivation. So as to raise learning motivation, career paths, existence of positions that people can determine as a target, and what to do for reaching them are expressed better, and if they become more clear, it will be available to raise students' career perceptions. Therefore, it will be applicable to raise student sensitiveness through conducting career days, job description days, and business tours. In order to reach their careers, students, career perceptions of whom are improving, will be in endeavour for career development effort that will raise their learning motivation.

If it is evaluated that perception of getting a job affects learning motivation, it can be targeted to raise learning motivation through enhancing job getting perception as it develops learning motivation. Therefore, during the training period, behaving them as an individual of the occupation, using sayings and actions to make students identify themselves with the occupations, arranging organizations to bring model people together will evoke them as if they have the job. This will contribute to raising their learning motivation.

For future studies of the research, application of scales to newly beginning students and reapplication of them to the second graders are aimed. Thereby in the way of unveiling the distinctions between grades and confirming the differences from the previous years, it will be determined whether relations between variables are the same or not at different target groups.

Thus, it will be understood whether the results pertain to the schoolers studying that year. If the results don't belong to a period or chosen sample, generalisation of the results will be possible.

Furthermore, application of the research at four-year universities will contribute to intensifying the subject. The subject can be examined in terms of on job training they take as adults when the graduates start to work. Within this scope, analysing especially the influence of career perception and the tendency of getting the job on learning motivation and career development effort will contribute to the field. Investigation of the learning motivation from the viewpoint of on job training and adult education will bring profoundness to the subject. In addition to this, the implementation of first time used "career perception, "career development effort" and "perception of getting the job" scales in other studies and with another variables will make a significant contribution to their improvement.

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