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## **An Application Regarding the Perceptions and Attitudes on the Occupation and Education of Marketing Including the Students of Business Enterprise in Turkey**

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### ***Abstract***

*Many factors affecting the consumers' preferences such as the variety of products, population, and the level of income have raised the focus on the consumers and affected the importance of occupation of marketing and its efficiency directly for companies. The importance of qualified human resource has been major in marketing during the rivalry. It is a critical issue that not only educational content and methods should be improved but also the students should be aware of educational areas. The aim of this study is to analyze the attitudes and perceptions of the business enterprise students taking 'Marketing' course in a Vocational College and the Faculty of Economics and Administrative Science regarding marketing discipline, the course of 'Marketing' and the occupation of 'Marketing'. Moreover, in order to analyze the problem, focus groups method has been employed so that the advantages of both observation techniques and in depth interview techniques can be used for an interpretative approach in addition to questionnaires.*

**Keywords:** *Department of Business Enterprise, the Perceptions of the students regarding 'Marketing'*

**JEL Codes:** *I23, M10, M31*

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## **1. Introduction**

It is a period of time that not only countries but also companies have experienced a global rivalry with each other. Information, technology, innovation, efficiency, quality and the capability of marketing have been the major terms in this process. The importance of qualified human resource has been major in the rivalry process. Universities are the leaders in the period of growing up persons who can provide the resources, produce the scientific information and use them in application.

The possibility of development and progress has been seen difficult using the previous methods and appliances depending on the previous experiences these days. The clarification of some terms such as professional direction, the owner of the business- the professional director, equity owner, entrepreneur and the complexity of direction, the aggravation in the rivalry and the expansion of its effects, the change of the customers and human resources and its importance have made the education of business enterprise difficult. Thus, getting the education of business enterprise has become a need. The adaptation to these changes not only has concerned the students of business enterprise but also the students getting the education of other sciences. Moreover, the adaptation period has been compulsory for all of them.

The qualified human resource is the most important factor when factors such as the capability of Turkish firms working with advanced direction methods and the capability of rivaling successfully with other companies in the world are considered. Especially, the responsibility of business enterprise departments is very crucial. Thus, the universities should be analyzed with both qualitative and quantitative methods and they should be improved with permanent betterment approach.

## **2. The Education of Business Enterprise**

There is a detailed definition on which 21<sup>st</sup> century business enterprise education should contain. These are the detailed definition regarding the importance and content of business enterprise education (Karakas 2006):

It is a kind of business enterprise education which is:

- Student focused and student centered, global, international and intercultural, innovative, extraordinary, integral and based on

- synthesis, applicable and practical, and it can become a bridge between disciplines
- interactive and motivates participation, experienced and testable, having the support of multimedia, human focused and motivating collaboration and creativity, continuously developing and adaptable
  - providing systemic, complex and multi-faceted thought, developing competency and ability, based on team work and evaluation of the performance,
  - fostering social responsibility and social innovation, focusing on depth, art and meaning, understanding the environment, taking the individual initiative, providing the opportunity to learn about the own personality, making the bridge between the theory and practice, providing the production of the strategic knowledge, motivating to search, ask questions and get the knowledge, enlarging and developing the vision,
  - depending on the need of education and analysis, full of measurement and evaluation, meeting the tradition and the future, respecting the variations, combining the variations, letting the brainstorming and making the combinations between the micro and macro systems,
  - developing the ability of professional thinking, social leadership and entrepreneurship, providing to find the strengths and weaknesses, awakening the responsibility for the country's development, and providing the consciousness of lifelong learning.

The education of business enterprise has become a huge business area. Even, the schools having the norms of schools abroad are like companies rather than schools. The reason is that the firms and the companies have developed largely and the graduation of business enterprise has become compulsory (Reichert, 2006).

Distance learning which takes the benefits of the technology most has been the latest improvement for the education of business enterprise. This kind of education provides the opportunity of getting the education at the same standards for all learners no matter how far they are. Moreover, the enterprises get the documents from the firms via internet and use them as the education material for the company. The dream of getting the education at home has become true thanks to visual and audio technology. Furthermore, internet conference halls have been developed and both learners and the educators have

got the opportunity of live communication with the learners and educators in different places in the world (Williams, 2006).

When business enterprise education is considered globally, it is seen to be one of the leading areas which are searched and its development is analyzed in all countries especially in countries where market economy works well. The bases of business enterprise education have grown up in the USA. There are around 1200 business marketing faculties in this country. American Assembly of Colligate of Business (AACSB) is one of the interesting examples the USA in order to show the importance of this subject. This assembly was founded in order to support the development of the business enterprise education and provide its continuity. This assembly follows the education period annually, prepares the reports regarding the course of the events, puts forward the problems and develops plans in order to get the solutions. AACSB was founded in 1916 in New England in the USA in order to share the knowledge and experience between 16 member schools and prepare a companion time table. It introduced the first business enterprise education standards in 1919 (Teker,1996). Today nearly all business enterprise schools provide MBA education in the USA. However, business enterprise department is not wholly preferred in terms of bachelor degree. Moreover, business enterprise is presented with sub-branches such as marketing, finance, management in the USA and these branches name the departments.

European countries have also developed the branches of business enterprise with the help of literature which is originally American (Yüksel, 1998). This kind of convergence has started when the USA started to work for the restructuring of Europe after the Second World War and Europe became closer to the USA in order to learn about the management (Üsdiken, 2004). The date when business enterprise science became a separate branch of economics in Europe was 1930s (Yüksel,1998).

The tendency of heavy curriculum of business enterprise schools in Europe has the content which envisages specializing at the sub-branches of business enterprise. The education of bachelor degree focuses on directly branches such as marketing, finance, accounts. The schools in Europe are also experts and also focus on master programs just like the ones in the USA. The list of success on master program includes both the American and European schools at the top.

The aim of business enterprise schools is to administer the learners with a wide range of knowledge and experiences and grow the learners up as if they are going to lead the business world and generally in the society and get the responsibilities of social projects. The curriculums of the business enterprise schools should follow up the developments in terms of social, economic and technologic issues. Moreover, business enterprise programs should graduate students having the qualifications of applying the changes regarding economics and behavior sciences (AACSB: 1993).

### **3. The Education of Marketing**

The sector of marketing is going through a continuous and dynamic development because of the conditions of marketing and rivalry which is changing fast in a global way. Especially the rivalry in the business world which is globalizing fast is becoming a major issue and special politics are applied in order to enlarge the power of the rivalry. Today the term of 'Marketing' which the support that it will provide for creating the value of shareholder is defined as a management procedure trying to increase the benefits of the shareholders by contacting valuable customers and getting the benefits of competitiveness (Doyle, 2003:65).

The aim of marketing has changed as determining the needs of the customers first and then manufacturing the goods which are suitable for the customers' requirements, presenting them and benefitting from it. Furthermore, marketing has become an important function of business enterprise and with the concept of integrated marketing; it has become everybody's responsibility (Kotler, 2000).

Marketing has gone through some stages since 1850. According to classic section, these stages are known as product, sale, marketing and customer-centered approach. When the basic reasons for these stages are analyzed, these are determined as 1) developed and widespread technology and internet 2) the increasing globalization and global competition 3) increasing knowledge and education of the people. However, there are connections between these factors. Thanks to developing technology and widespread internet, globalization has come true and the world has become a single market. Moreover, thanks to technological and global factors, communication has increased and people could access the world easily. This situation has caused the increase in people's education and communication level. In this change process, the definition, content and the role of marketing and many terms have changed. The

organization structures in the firms have also changed and they focused on marketing and the basic aim of all workers has become marketing (Alabay, 2010).

The development procedure of marketing until modern marketing has been formed with three different periods which are production/ product, sale and marketing and these are shown below in Table-1.

**Table 1:** The Development Stage of Marketing

Production	Sale	Marketing	Modern marketing
<ul style="list-style-type: none"> <li>• supply&lt;demand</li> <li>• manufacturing a lot is important</li> <li>• The needs of the consumers have been ignored</li> <li>• There is no marketing department at the company</li> <li>• There is no competition</li> <li>• Manufacturing important rather than sale, (until 1930)</li> </ul>	<ul style="list-style-type: none"> <li>• supply=demand (the period after 1930)</li> <li>• The attempts of increasing sale via pressed sale and misleading advertising</li> <li>• Sale is important rather than manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>• supply&gt;demand</li> <li>• the power of advertisement and sale is not enough for sale</li> <li>• there is a marketing department</li> <li>• the competition has increased</li> </ul>	<ul style="list-style-type: none"> <li>• demand is greater than supply</li> <li>• especially the period after 1990s</li> <li>• Providing the satisfaction by defining the customers' requirements and needs in the target market</li> <li>• All the units in the company work in a coordinated way</li> <li>• Integrated marketing</li> <li>• Focusing on the consumer</li> <li>• Getting the benefit in the long run is an object</li> <li>• A requirement for innovation because of great competition</li> <li>• The concept of management regarding the marketing</li> </ul>

**Resource:** It has been provided by Varinli İ.,(2006), Pazarlamada Yeni Yaklaşımlar, Detay Yayıncılık, Ankara.

When the education style of business enterprise is analyzed, it is seen that education is given at the bachelor's degree at the base of enterprise. In terms of vocational aims, it is also provided at vocational colleges and at the continuing education centers of universities. Moreover, the consultation companies and

private education companies focusing on various branches provide business enterprise education (these companies provide specific and short period (varying between a day – three months) courses for the required level as business enterprise education has gained importance and the education styles have improved. It is also possible to see the marketing education as the sub-discipline at the business enterprise departments regarding the bachelor's degree which accepts students with general exam system. Moreover, the departments of marketing at the vocational colleges which aim to grow up intermediate staff including two-year (four-semester) education are available. The education of marketing has developed being parallel with the development of business enterprise branch in Turkey. International developments (the developing marketing concept in the USA since 1960s and the development of business enterprise science) have affected the education of business enterprise and it has supported the development of marketing as a sub-branch.

One of the places that the companies can also get the requirements of knowledge, ability, attitude and behavior regarding marketing is the continuing education centers of universities. Nearly four universities out of five in Turkey have a continuing education center. These education centers form the other dimension of marketing education (Canitez, 2007:166).

When the education of marketing for the companies is considered, the people who will provide this service should be chosen carefully. The educators or teachers who will get this post should behave as real professionals in the business world. When this point is taken into consideration, these people who will get the responsibility of education work for business should have the experience of real sector and have the abilities of application (Cellich, 1989: 107). With the facilities of marketing, people will be able to provide the products which the companies have produced for a proper benefit at the best quality, at the best price at the best market and a gradual satisfaction level will be provided when compared with the past. Gaining and having the customers will become more difficult when compared with the past and the competition of having the customers will become greater.

The higher education foundations have to develop a different marketing mixture in order to meet the different requirements of the target markets. The efficiency of education facilities of the universities will be increased via the application of marketing principals in terms of higher education (Motekaitienė and Juscius, 2008).

#### **4. A Sight on the Department of Business Enterprise in Turkish Higher Education and the Discipline of Marketing**

The first step of business enterprise education in Turkey started in 1881 taking Ecole des Hautes Etudes Commerciales in France as a model and founding the Commercial High School in İstanbul (Kipping et al,2004). This period has been continued by the foreign scientists who escaped from Hitler in Germany and took refuge in Turkey. For this reason, the school of Germany has been effective on the education of business enterprise at the beginning. However, after 1960 when the communication between the American universities started, the school of American raised being similar to the situation in the world (Yüksel,1998). At the beginning of 1930s, the business enterprise was included in the timetables with the name of “Managerial Economics”. An important step in the institutionalization of business enterprise education is the foundation of Economics Faculty in the İstanbul University in 1936 and it started to run in 1937 in Turkey. The book of “General Managerial Economics” with the date of 1937 is accepted as the first systematic course book regarding the education of business enterprise in Turkey (Üsdiken,2003).

The importance of business enterprise education rose in 1930s and 1940s in Turkey. There are two main reasons for this: the tax reform in 1949 and the liberal economy politics which started to be applied after the elections of 1950. As a result of applied liberal economy politics, there has been an increase in the number of private enterprises. Thus, a requirement of experienced labor force has increased in the branches of accounts, tax law, marketing, and staff management with the increasing number of companies. As a result, there has been an increase in the demand in all levels of business enterprise education (Güvemli,2003).

Thus, business enterprise education has started with courses focusing on accounts and tax law. However, as mentioned before, as private companies have increased and with the effect of globalization other courses such as management, managing, human resources, marketing have also developed today.

Programs of Bachelor degree and Associate degree:

There are 119 universities which provide business enterprise education at the bachelor’s degree according to data of 2011 in Turkey.78 of them is public and 40 of them are foundation universities. Public universities have totally



15718 quotas and nearly 52000 students, open universities have 1960 quota and nearly 80000 students and foundation universities have 4094 quota and nearly 16000 students attending the education. Regarding all the faculties, 39421 quotas include nearly 148000 students attending the business enterprise education ([www.osym.gov.tr](http://www.osym.gov.tr)).

The number of universities which give the education of business enterprise at the associate degree is 89. 69 of them are public, and 20 of them are foundation universities. Public universities have totally 21655 quotas and nearly 43300 students, open universities have 3397 quota and nearly 6700 students and foundation universities have 2160 quota and nearly 4300 students attending the education. Regarding all the faculties, 27212 quotas include nearly 54300 students attending the business enterprise education ([www.osym.gov.tr](http://www.osym.gov.tr)). When the faculties and vocational colleges are considered together, nearly 201000 students get the education of business enterprise.

**Table 2:** The Bachelor's and Associate Degree Programs providing Marketing Course

The Programs Providing The Marketing Course At The Bachelor's Degree
Labor Economics and Industrial Relations Marketing Teaching
Developing Textile and Marketing Business Teaching
Advertising and Presentation Office Management Teaching
Public Relations and Advertising Business Knowledge Management
Public Relations and Advertising International Trading and Management of Logistics
Design of Advertising and Communication Human Resources
Business of Global and International Relations Tourism and Hotel Management
International Logistics and Transportation Marine Business and Management
International Trading Management Information Systems
International Trading and Business Administration
Business Enterprise
Economics
Mass Communication and Tools
The Programs Providing The Marketing Course At The Associate Degree
Management of Business Administration
Marketing (Management of Sale)
Human Recourse Cooperative Trading System
Office Management and Secretary ship
Logistics
Foreign Trade
The Management of Exporting Importing and Civil Aviation

The Management of Tourism and Hotel Marine Business and Management
The Management of Information Administration and Organization
Mass Communication and Tools Tourism and Hotel Management
Public Relations and Presenting International Logistics and Transportation
Management of Customs and International Trading
Electronic Trading International Trading and Business Administration
Consultation and Bargaining Herbal Products Protection and Marketing

**Resource:** It has been prepared from the legal web sites of universities in Turkey.

### **5. The Place of Marketing Discipline Regarding Business Enterprise Education**

The number of the students getting the business enterprise education is a big amount in Turkey. However, the quality of the results are as important as the quantity of the population. For this reason, the improvement of content and methods is required as well as providing the students' awareness.

The education of business enterprise management includes many sub-branches as a science. These are called as business enterprise functions and each of them are very important for companies. It is essential that the students attending the business enterprise education should learn the functions of business enterprise and apply them with a balanced attitude. This is very important in terms of the efficiency of the education. However, the research show that business enterprise students are interested in active and concrete branches such as finance and accounts while choosing the department and the courses (Özsoy& Gelibolu, 2010). On the other hand, the courses related to marketing are seen as courses that the students are unaware of the content, scope and career opportunities that it provides (LaBarbera ve Simonoff, 1999). According to the general view, the students relate marketing with promotion or they regard it as a course to be taken for the business enterprise degree. In addition, marketing is a kind of course which the students believing that they will finish the departments such as accounts and finance successfully have the tendency for it (Hughstad,1997).

According to Hughstad (1997), as the most successful students attending the business enterprise in the schools of the USA choose the business enterprise departments except marketing; the quality of marketing students has decreased. However, according to Klein (2002), it is important to understand the reasons why the students prefer the marketing department as a major, because the

department of the student is a very important factor while they express themselves and present their role identity.

There aren't many studies which focus on increasing the efficiency of students' learning and analyze their marketing perceptions and attitudes. The previous studies focus on various subjects such as marketing the marketing as a major (Hughstad, 1997), attracting the students to the marketing departments (Hughstad 1997; LaBarbera & Siminoff 1999), the reasons why the students choose the marketing course as an elective course (Stafford, 1994), why the students change their major (Kohli, 1995), the criteria for choosing the marketing as a major (Schmidt vd., 1987), the reasons why business enterprise students choose the basic marketing courses (Juric vd., 1997), analyzing the marketing as a disciplinary and the principals that effect the marketing students' perceptions and attitudes (Camey, J. P. and Williams, J. K., 2004), the effect of marketing course on the marketing students' beliefs and expectations (Gonzalez, 2004), the reasons why the university students in the Australia Higher Education choose the marketing as a business enterprise major (Pappu, 2004).

The courses taught at the programs related to marketing indirectly and the courses taught at the associate, bachelor's and master degree have been searched on the internet and the headlines are included in Table 2 below. Many of these courses have been prepared within the frame of METEB (The area of Vocational and technical Education); However, although the names of these courses within the program of vocational colleges, they are not taught in practice because of some reasons.

**Table 3:** The Courses At The Associate And Bachelor's Degree

The Courses At The Associate And Bachelor's Degree		
The legislation of Marketing	Professional Trade	Management of Marketing
The principals of Marketing	The Management of Retail	Behaviors of Consumers
Introducing the product and the Brand	Advertising	Management of Sales Force
Electronic Trading	Public Relations	The Theory of Marketing
Integrated Marketing Communication	Sales and Marketing	The campaigns of Advertising
Service Management and Marketing	Service Marketing	Planning the Media

Communication of Marketing	Retail Trade	Management of Customer Relations
Foreign Trade and International Marketing	The management of Production	Direct Marketing
New Marketing Techniques	Market Marketing	Fashion and Brand Management
The Research of Marketing	Brand Communication Strategy	Communication in Marketing
Campaigns of Public Relations	Public Relations	The techniques of Sale
The Strategies of Marketing	Marketing of Agricultural Products	Developing Textile and Marketing
The Inspection of Marketing	The Management of Sales	Advertising Authorship
The Strategy of Marketing	Management of Customer Relations	Tourism Marketing
The Planning of Marketing	Brand and Brand Strategy	Visual design of Campaign
International Marketing	International Agricultural Trading	Marketing the Hospital Services

**Resource:** It has been prepared from the programs on the websites of universities in Turkey.

The studies focusing on the perceptions and attitudes of the students attending business enterprise department regarding marketing courses are limited. This study aims to attract the scholars about the deficiencies in this subject and it includes the faculty and the associate degree students focusing on a limited sampling and performing a field work.

### **6. The Aim and the Significance of the Research**

As the students of business enterprise do not focus on marketing enough at the courses and the number of the courses is not many, it is aimed to analyze the views of the students on this subject. The aim of the study is to analyze the perceptions and attitudes of the students attending business enterprise department and taking the marketing course at the vocational college and the faculty of Economics and Administration regarding the marketing disciplinary, marketing courses and the vocation of marketing.

These questions are tried to be answered within this framework:

- How do the students perceive the marketing disciplinary?

- How do the students assess the efficiency of the department they attend and the quality and the number of the marketing courses?
- What are the perceptions and attitudes of a business enterprise at the department of marketing?
- How do the students determine the principals that affect the quality of the marketing courses?
- What are the criteria while choosing the occupation regarding marketing?

### *6.1 Sampling*

The sampling of the research is formed by the students at the business enterprise department of economics and administration faculty and associate degree chosen by the method of basic random sampling taking or who have taken the marketing course. Totally, 200 questionnaires have been included. These students are the enrolled ones in the fall term of 2010-2011 who have taken the marketing course and 93 of them are the second year students at the vocational college and 107 of them are third year students at the faculty of economics and administration.

### *6.2 Limitations And The Method*

While preparing the questionnaire, the expressions in the previous studies were used (Ferrell& Gonzalez; 2004, Nonis, Philhours & Hudson; 2006, Camey & Williams;2004, Pappu;2004, Erdem; 2010) and the new expressions were added. While conducting the questionnaire, face to face questionnaire method was used. The research was analyzed in the literature and 63 items and 2 open ended questions were included in the hypothesis pool. A pilot study has been performed with 30 students in order to evaluate whether these hypotheses have been understood by the subjects. The Cronbach Alpha value of the pilot study has been assessed 0,70 which is the minimum value (Alfa: ,706). As a result of the negotiations with the subjects and the repetition of reliability analysis, some hypotheses were excluded from the questionnaire and the last version of the scale has been developed. As a result, the scale has included 46 items and 2 open ended questions and it has been applied (Alfa: ,903). The hypothesis of the students (except the demographic factors and the open ended questions) 5 Likert scale has been employed in order to assess the items. According to this, the hypotheses in the scale are coded as follows; 1=I totally disagree, 2= I disagree, 3=I have no idea, 4=I agree, 5= I totally agree. The questionnaire has been

formed within 6 parts which are the perceptions and the attitudes regarding the disciplinary of marketing, the ideas and suggestions on marketing, the attitudes regarding working at the department of marketing, the factors that affect choosing the vocation of marketing and the quality of marketing courses and demographic information. The questionnaire includes 38 items with 5 Likert scale, 6 multiple choice items and one yes/no item and three open ended questions. Thus, it includes 48 items totally. As a reliability study, Extraction Method: Principal Component Analysis and factor analysis (it aims to get the significant variables (items) which can be defined in a limited number from many variables which these variables can explain together (Büyüköztürk, 2004)) have been employed. The factor analysis has been employed rotated with the method of varimax in order to determine whether the results of the application has the same amount with the assessing of Cronbach Alpha value determined in theory. While choosing the suitable factor number, the ones which have the core value above 1 have been chosen. In the period of analysis, the hypotheses which have the same origin below 500 have been excluded from the analysis and the varimax rotation method has been applied afterwards. Because, when the factor analysis is performed again by excluding the hypotheses which have the same origin value below 500 from the analysis, both KMO (Kaiser-Meyer-Olkin) value which shows whether the data set is suitable for the factor analysis or not and the explained general variance value increase (Kalaycı, 2006). When some hypotheses are excluded from the analysis and the factor analysis is repeated, it is seen that the factor explains 63% of the total variance. The supplied three dimension and the items belonging to these dimensions have been showed in Table- 4. The suitability of the factor analysis has been analyzed with Kaiser-Meyer-Olkin (KMO) and Bartlett tests. In the analysis the KMO value of the scale has been founded 0.85. This situation shows that the data is suitable for the factor analysis (Altunışık et al, 2005). The result of the Bartlett test is 000 ( $p < 0,000$ ) and it is significant, and it verifies the hypothesis that the data come from a prime mass which suit multivariate normal scatter (Altunışık vd, 2005). Thus, the results of the KMO and Bartlett tests show that factor analysis can be applied with the data and the data is suitable for the factor analysis.

### *6.3 Analysis of The Data*

While analyzing the data of the research (the answers given to the questionnaire), SPSS 16.0 statistics package program has been used. While

analyzing the descriptive statistics, the analysis of frequencies and percentages has been employed. In order to determine what attitudes the students have regarding working at the marketing department and the attitudes and perceptions regarding the marketing disciplinary, the technique of factor analysis has been employed. In order to determine whether the students' attitudes change depending on the department (associate or bachelor's degree) they attend, the technique of t-test has been employed.

Moreover, an interpretative approach is required by determining the problem more clearly in addition to assessing the solution of the problem of the research. For this reason, by using formed focus groups in order to benefit from the advantages of both observation and in-depth interview methods, various participants with different characteristics (the ones interested in marketing/ the ones who are not interested in marketing, the ones having the knowledge of marketing and the ones who do not have the knowledge of marketing) have been employed. The interviews have been performed in 2-4 hours in an informal and free environment except the lesson hours having groups of 10 students; 40 from the associate degree and 10 from economics and administration faculty. These questions have been asked to the students in the focus groups: 1) what does marketing mean according to you? 2) How do the courses that you take at the marketing department lead you in your marketing career? 3) How do you assess the number of marketing courses, the courses' credits and the courses' qualities? What are your suggestions for the improvement of these courses? 4) What kind of a career do you plan after you graduate from the department you attend? 5) Do you have information about the marketing department at the business enterprise and the working system? How do you assess this? (There has been a moderator and an observer in the interviews. While starting the interview, the information about the research has been given to the students and the interview has started with the questions prepared beforehand. The interview paper includes open ended questions and as it is a qualitative study and it gathers the data regarding the perceptions, the open ended questions have been formed in order not to lose any data. It is provided that the interview paper has been read and the interview has been performed in a natural way just like chatting rather than question- answer format. The observer always recorded the expressions during the observation.)

Analytic generalizing has been done in the research (in the light of the data retrieved from the limited number of the participants, getting some results and

hypothesis) organizing the data gained by the interview in the period of gathering data and interpreted by the descriptive analysis (Altunışık vd, 2005).

### **7. Findings and Comments**

Attending a higher education in Turkey requires to have taken an exam performed by ÖSYM (The Center of selecting Students and Placement). The duties of ÖSYM are determined by the law number 2547 of Higher Education Law. According to item 10 the duties are defined as “The center of Selecting Students and Placement is a foundation which prepares and performs the exams in order to determine the students who will attend the higher education within the framework determined by the Higher Education Committee. Moreover, it assesses the results according to the bases determined by the Higher Education Committee taking into consideration the students’ requirements and provides the placement of the students to the higher education foundations and performs the research and the other services related to these activities. It is a part of the Head of higher Education Committee.” It is determined to change to double phase exam system in 2010. These exams consist of YGS (The exam of attending a higher Education) and LYS (Bachelor’s Placement Exam). Although the placement of the students to a higher education foundation can be performed by a central exam for the bachelor’s and associate degree, it is possible to start the associate degree directly after finishing high school with the right of passage without an exam. If the candidate is the one who has applied but who has not taken the YGS exam attending a Vocational high school, he/she can apply to the programs of the associate degree which are defined in the table (Table 3-A) as the continuity of the department they attend for the RIGHT OF PASSAGE WITHOUT AN EXAM. A candidate who has taken the YGS exam and who has not passed 140 points in the YGS exam can: 1- apply to the associate degree programs which are the complementary of the departments at the high school they attend for the RIGHT OF PASSAGE WITHOUT AN EXAM if he/she is a vocational high school student. 2- If he/she is a student at the general high school, he/she does not have the right of preference. If he/she has taken the YGS exam and has taken the points of YGS between 140-180, the candidate can: 1- choose the associate programs which are vacant after the passage without an exam defined in the guide book of LYS (Table 3-A) and the associate programs which accept students with YGS points (Table 3B) and the open education programs (except English Language Teaching program) (Table 4). The ones who have taken YGS exam and have the point above 180 can: 1-



choose the associate programs which are vacant after the passage without an exam obeying the conditions and having the points that the program requires. 2- prefer the open education programs.3- the ones who have taken the LYS exam and have taken the point above 180 can choose the programs which accept students with LYS points. 4-If these candidates are the students at vocational high schools, they can choose faculties of art and design which accept students with YGS points, faculties of tourism, vocational colleges which have the bachelor's degree and the vocational colleges of Applied Sciences. (The guidebook of ÖSYM LYS, osym.gov.tr)

The results regarding the results of the study which has been conducted in order to determine the perceptions of the students attending a business enterprise education being related to their marketing perceptions depending on the conditions of attending a higher education in Turkey are shown below:

In order to determine the characteristics of the learners, the questions related to their age, sex and their educational background have been asked and the answers have been shown in Table 4.

Table 4: The Demographic Characteristics Of The Participants

		F	%			f	%
Sex	Female	95	47,5	Graduation from high school	General high school	130	65,0
	Male	105	52,5		Vocational high school	34	17,0
Age	18-24	185	92,5	The type of entrance to the university	Anatolian high school	23	11,5
	25-30	15	7,5		Other	13	6,5
The previous department	Turkish- maths	131	65,5	The attendance to the VC with general exam	FEAS with general exam	101	50,5
	Other	24	12,0		The attendance to the VC with general exam	80	40,0
	Maths-science	23	11,5		Passage without an exam	19	9,5
The department that the student is attending	Turkish-social	22	11,0	The mean of success	1,01-2,00	88	44,0
	Associated degree of business enterprise	93	46,5				
	Business enterprise in the FEAS	107	53,5		2,01-3,00	93	46,5

% 52,5 of the students are male while %47,5 of them are females.65% of the participants aged between18-24 graduated from Turkish - maths department, 11,5% of them graduated from maths-science department and 11% of them graduated from Turkish –social department while 12% of them graduated from a different department and started the university education (while super high school and foreign language weighted high school and private high school graduates are the majority among the students at FEAS; the graduates of computerized accounts are the majority among the vocational college). When the students are asked whether they entered the department they required or not, 65,5% of them said yes while34,5% of them said no.

While the statistical analyses of the data are performed, t-test technique has been used. The averages of the two groups are compared with the t-test and it is decided that whether the difference is coincidental or significant statistically (Altunışık vd, 2005). In this research, Independent Samples t-test which allows comparing between the groups formed from the different main mass has been used. In order to analyze the perceptions of the learners related to working at the marketing departments and how these students perceive the marketing disciplinary as a results of t-test, the minimum and the maximum values of the assessments regarding 23 expressions in the questionnaire have been shown in Table-5 and Table-6.

**Table 5:** The Perceptions And The Attitudes Regarding The Marketing Disciplinary.

<b>Statistics of the groups</b>					
	The attended department	N	Mean	Std. Deviation	Std. Error Mean
The knowledge of the marketing is required for all administrators	Business enterprise associate degree	93	4,37	,763	,079
	Business enterprise FEAS	107	4,19	,902	,087
The marketing courses are beneficial in order to learn the relation of marketing with	Business enterprise associate degree	93	4,19	,595	,062
	Business enterprise	107	3,98	,847	,082

other business enterprise components.	FEAS				
Marketing studies require mathematical calculations	Business enterprise associate degree	93	2,83	1,109	,115
	Business enterprise FEAS	107	2,79	1,053	,102

**Table 6:** The perceptions and the attitudes of the learners related to working at the department of marketing departments of business enterprises:

<b>Group statistics:</b>					
	The attended department?	N	Mean	Std. Deviation	Std. Error Mean
If the guidance of career planning is provided regarding the marketing at school, I would like to get such a profession.	Business enterprise associate degree	93	3,51	1,070	,111
	Business enterprise FEAS	107	3,56	1,020	,099
It is possible to promote to the post of general director from the department of marketing	Business enterprise associate degree	93	3,46	,984	,102
	Business enterprise FEAS	107	3,50	,945	,091
The people working at the department of marketing are generally uneducated.	Business enterprise associate degree	93	2,49	1,138	,118
	Business enterprise FEAS	107	2,64	,915	,088

When the answered questionnaires are analyzed, it is seen that the part of attitudes and perceptions related to working at the marketing department of the enterprises focuses on the degree of 'I am not sure' category. It is observed in

the focus group works that the information about how marketing vocation is committed is very poor.

Moreover, the results of t-test have been shown below:

**1-** *According to the results of t-test which has been applied while defining the attitudes and perceptions regarding the vocation of marketing:* The satisfaction resulting from being proud of among family and friends if the student says that he/she only wants to work in a marketing department shows a significant difference depending on the students' school (business enterprise associate degree or business enterprise FEAS). The students attending FEAS are more satisfied with their department than the students of vocational college. The test of Levene: In the example Sig. (p) : has been found .704 and the scatter has the homogeneity. ( $p > 0.05$ )

The Attended Department	N	X	SS	df	t	p
Business Enterprise Associate Degree	93	3,28	1,004	198	2.05	.04
Business Enterprise Feas	107	3,57	,992			

$p < .05$ , sig. = .04

**2-** *According to t-test results in order to define the perceptions and attitudes regarding the marketing discipline:*

A) In order to learn the relations between the marketing and the other business enterprise elements, benefitting from marketing courses shows a significant difference depending on the students' school ( the student of the associate degree or student of FEAS). The associate degree learners think that he/she is more beneficial than FEAS students. Test of Levene: In the example Sig. (p) : has been found .714 and the scatter has the homogeneity. ( $p > 0.05$ )

The Attended Department	N	X	SS	df	t	p
Business Enterprise Associate Degree	93	4,19	,595	198	2.02	.04
Business Enterprise Feas	107	3,98	,847			

p<.05, sig.= .04

**B)** The information of whether having the knowledge of marketing enables finding a job in a business enterprise shows a significant difference depending on the students' school (the student of the associate degree or student of FEAS. The students of the associate degree think that it enables them more than FEAS students. The test of Levene: In the example Sig. (p) : has been found .603 and the scatter has the homogeneity. (p=> 0.05)

The attended department	N	X	SS	df	t	p
Business Enterprise Associate Degree	93	3,86	,904	198	2.05	.02
Business Enterprise Feas	107	3,55	1,002			

p<.05,sig.=.02

### 7.1 The Results Of The Factor Analysis

In order to determine the dimensions that form the attitudes of the learners attended the research regarding the occupation and disciplinary of marketing, the factor analysis has been applied to 23 hypotheses in the questionnaire. 5 hypotheses which have the same origin below 500 have been excluded from the analysis (if the item has the similar factor results, it should be excluded from the analysis (Altunışık, 2005)). Moreover, 3 more hypotheses and 4 hypotheses which have the value below 0,50 have been excluded from the analysis.

**Table 7:** The Result Of Factor Analysis

**The Table of Rotated Component (a.)**

Variations	Factors		
	1	2	3
I want a career regarding marketing.	<b>.778</b>	,101	,233
There should be more marketing courses in the department I attend	<b>.745</b>	,015	,254
If career planning guidance related to marketing is provided in my school, I would like to have a vocation related to it.	<b>.708</b>	,293	,022
The occupations in the sector of marketing are interesting	<b>.694</b>	,313	,249
The marketing courses are beneficial in terms of learning the relation between marketing and the elements of business enterprise	,062	<b>.831</b>	,022
The topics taught at the course of marketing are beneficial for my career.	,290	<b>.749</b>	,187
The information of marketing is required for all administrators	,099	<b>.679</b>	,138
I am interested in the area and subjects of marketing	,516	<b>.626</b>	,089
Fees in many business enterprises are in a good level at the marketing department than the other departments.	,195	,048	<b>.741</b>
The graduates of marketing department have jobs which have good fees.	,342	,021	<b>.740</b>
Having the knowledge of marketing eases finding a job in any business enterprise.	,043	,359	<b>.712</b>

Extraction Method: PCA ,Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 6 iterations.

The weak variables which have the factor values below 0.50 and the variables which reduce the  $\alpha$  value with the reliability analysis have been excluded from the analysis. Thus 23 variables have been decreased to 11 variables and three basic dimensions. The factors which have been formed as a result of analysis is: Factor 1: Career, Factor 2: The information of marketing, Factor 3: Finding a job and fees.

With another question which has been asked to the students, the students have been asked to assess 9 elements which affect the quality of the marketing

courses according to the importance value. Table-8 has been prepared being parallel to the answers given.

**Table 8:** The Elements That Affect The Quality of The Marketing Courses

<b>Descriptive statistics</b>			
	N	Mean	Std. Deviation
The lecturer who can reflect the communication ability to the class	200	4,63	,704
The lecturer who can reflect the vocational experience to the class	200	4,54	,701
The lecturer who can reflect the information to the class	200	4,53	,665
Handling recent examples	200	4,48	,694
Handling example events	200	4,17	,936
Making the students participate in class actively	200	4,15	,835
Using the technology in class	200	4,05	,960
The quality of the students	200	3,99	,854
An explicit education plan at the beginning of the term	200	3,96	,963
The current mass (the exact list)	200		

The majority of the participants define that it is important to have a lecturer who can reflect the communication ability to the class. The portion of the students who find the lecturer who can reflect the knowledge of marketing courses and the experience of the vocation to the courses important is more than half of the participants. The students assess that the most important element is the lecturer as they have expressed in the focus group interviews and in the open ended questions' part.

In order to assess how students assess 6 elements in the questionnaire affecting the elements for choosing the marketing profession they have been asked to evaluate 6 elements according to their importance value. Table 9 has been formed according to the results of study.

**Table 9:** The Elements Affecting Choosing the Vocation of Marketing

The definitive statistics	N	mean	Std. deviation
prestige (dignity and respectability)	200	4,49	,723
The level of income	200	4,46	,708
The working atmosphere	200	4,38	,805
The opportunities of career	200	4,37	,797
The city worked in	200	4,09	1,013
The attitude of the family	200	3,76	1,183
The current mass( the exact list)	200		

When the elements affecting to choose the vocation of marketing, it is seen that every element has an important definition level; however, although the attitude of the family has the potion more than the half, it has been listed as “nearly important, nearly trivial”.



The last question has been formed in order to ask the learners the department they want to work for marketing and table 10 has been formed according to the answers.

**Table 10:** The Department Desired to Work in Marketing

	Frequency	Percent
Valid Sale	51	25,5
Advertising	49	24,5
Delivery	6	3,0
planning	19	9,5
Product development	22	11,0
Any	27	13,5
None	26	13,0
Totally	200	100,0

After assessing the results of the questionnaire, it was understood that the participants would like to work at the departments focusing on sales and advertising. This result is parallel with the definitions they have provided for the question requiring to describe ‘marketing’ term. However, it may mean that the students have not been able to grasp the theoretical scope of marketing enough or they are not aware of the departments of marketing in practice and what is performed in practice. Moreover, the feedback from the participants attended the focus groups have shown similar results. What is more, the answers of ‘any’ and ‘none’ choices are at reasonable quantity. In the light of the interview of focus groups, the participants do not have any idea about what definitions marketing department has in practice and what these departments do in practice.

### *7.2 The Answers Given To The Open Ended Questions*

When the answers to the open ended questions are assessed, the answers are as follow:

When the answers to Question 1- How would you define ‘marketing’ to your friend? are assessed, it is seen that 88 students out of 107 at the FEAS , and 85 students out of 93 have answered this question.

A students at FEAS -“It is all the facilities performed at the sale and after sale”, “It means advertising”, “It is tying the people to the brand and selling the product” “It is selling yourself” (28 people)- “Selling the product to others by persuading the people”, “It is everything related to sales”, “It is the ability of sales and persuasion”, “sale of goods and services”, “It means that the company introduces the goods and service”, “It is the way of increasing sales” (42people)-

“It is an area which responds to all the situations of the product with many facilities (advertisement, delivery etc.) after the production”(4 people)- “It is distributing the goods and services carefully to the final and industrial consumer”(2 people)-“It is a period of developing the product, pricing , promoting and distributing .”(2 people), “Marketing is a vocation which requires the communication power , active and funny.”(3 people)- “It is an important concept which a student of a business enterprise department should know.”(4 people)-,“It is the vital point of business enterprise and it’s the only yielding department “It is a strategic status for the business enterprise”, “It is a strategic status of the product” (3 people)

A student at the department of business enterprise at a vocational college - “it is all facilities in order to handle the relation between the society and the consumer and producing strategy and ideas over it”(10 people)“It is developing advertising and the strategy.” (10people), “It means sale- advertising- developing the product and service”(10 people),“It means sale”(10 people), “Trade is getting the profit by selling the product in a district.” (7 people), “It is a facility of attaining a customer.” (4people).“It is being able to think in a global way”(4 people),“It is a kind of funny, active and future promising business which includes sale, delivery, advertising, developing ideas.” (20 people),“It is developing strategies and selling the products and services”, “It is a kind of sale aiming to get the profit”, “It is providing to sell the products by developing ideas.” (10 people)

When the answers of Question 2-“What are your suggestions in order to make the marketing major an interesting subject area?” are handled, it is seen that 84 participants out of 107 students at the business enterprise

department of FEAS, and 80 students out of 93 participants at the vocational college have answered this question.

A student at business enterprise department of FEAS- “The most important thing in trade is the experience; thus, the experienced applications should be taught at certain times and the students should get these experiences”(8people),“It should be practical; for instance, seeing some business enterprises, exploring them and getting some education in these business enterprises” (10 people),“It is important that the lecturer has the job experience and communication ability. I think the lecturers improve the department in terms of marketing, so everybody should not be lecturers” (10 people),

“Rather than learning marketing by heart, a marketing education with application should be provided. Only with such an education students can be interested in what they should learn and they get the required knowledge and start to think”, “The courses should go on with visual examples and the lecturer should have general culture and an academic information.”, “The vocations related to marketing should be introduced more, and seminars should be provided about these subjects”, “The courses should be enriched with examples and applications” “The subjects should be taught with more courses and applications and the recent interesting applications should be explained and the students should be motivated.” (35 people), “The people who have a good career in marketing vocation should be invited to lecture”(6 people),“More marketing courses should be provided and the communication of the lecturer- students should be clear and good.”(15 people).

A student at the department of business enterprise vocational college at the vocational college - “It is essential that the negative point of view in the society should be changed”(12 people),“The perception of the salesman who sell the products going from a door to another and the ones who are not liked should be immediately changed” (12 people), “Other marketing courses which are applicable should also be included in the program”(21 people), “By emphasizing the examples, the lecturer should teach to develop the marketing policy”(9 people), “By making agreements with the business enterprises in Denizli which perform export and import facilitating for the textile production etc. the students may

understand what is going on in the area and improve the training opportunities. Thus, the people may be more aware of this area” (5 people), “The opportunities of jobs regarding marketing should be introduced” (20 people), “Dialogues in the form of short films regarding the subjects of sale, advertising, delivery may be used in courses.” (1 person)

### *7.3 The Results of Focus Group Interviews*

The aim is to present the views of the learners related to the courses and vocation of marketing. The requirements of the students of business enterprises have been obtained by focus group interviews which are a method of qualitative research. When the literature review is revised, some studies such as the assessment of students at the department of business enterprise at the bachelor’s degree regarding the education of business enterprise (Ilgaz & Akdöl, 2005; Uca & Menteş, 2008; Korukoğlu, 2003 etc.) and the assessment of accounts education course programs and the assessment of teaching methods (Akman & Muğan, 2004; Gençtürk & Demir, 2008; Sayın & Yeğınboy, 2002; Zaif & Ayanoglu, 2007 etc.) have been pointed out and, there are many studies conducted in secondary education context in education faculties or regarding health. All these studies analyzed the problem using the techniques of quantitative research. Moreover, there are studies regarding the perception of public relations (Uğurlu, 2008), and studies related to marketing education at university (Pappu, 2004; Ferrell & Gonzalez, 2004, Camey & Williams, 2004). Furthermore, there isn’t quantitative research except the studies conducted foreign literature in 1980s. (Schmidt vd, 1987; O’Grady and Swanson, 1995; Hugstad, 1997;). All these studies have been analyzed with quantitative research techniques in the same way.

### *7.4 Findings of the Focus Group Work:*

#### *1) What does marketing define according to you?*

The business is assessed as a selling business conducted by a person who takes his/her bag with him/her and wanders from a door to another and who is usually rejected by the students who have never taken a

marketing course. When they begin to take marketing course, it is seen that they start to develop ideas whose examples are shown below thinking that marketing is a specialized area.

“ I have seen that the business is a vast subject and marketing is not only a business of selling”,

“marketing means looking at a thing with many dimensions, and a marketing man should have knowledge about the other business enterprise subjects”

*2) How do the courses that you have taken at the department you attend affect you in terms of planning your career?*

It has been observed that although the students at the vocational college were to graduate after a term and the students at FEAS were to graduate after a year, they did not have clear plans as they had ambiguity about unemployment and career planning. These statements were significant in the interviews:

“I can understand the facility of the business enterprise and I can express myself by developing ideas and related to marketing.”

“If a long term business enterprise is desired, then marketing is necessary”

“I cannot make a career plan as I do not have a clear idea about the style of the work”

“I would be very happy if there were a guidance regarding career planning, because I do not know where and how I can work”

*3) How do you assess the marketing courses in terms of the credit, number and quality of them? What are your suggestions for their improvement?*

While the students of vocational college think that they do not have enough knowledge about marketing and they think that the number of marketing courses should be increased, the students of FEAS think that the number of courses is enough; however, they think that these courses are theoretical and they are not satisfying in practice.

FEAS-“Although I have thought that marketing is a business which is not appreciated by the society, after I have taken these courses I have understood that it is a vast important business with a large scope”, “I think the courses we have taken are adequate, but the content should be based on applications more”.

“Associate degree-The credits and number of marketing courses are not adequate, we only have marketing course during a term, and this course only provides general information about the subject. It is not enough”, “We learn what marketing course is, but, just one marketing course in a term is not enough in order to develop ideas”, “For example, we cannot learn how to use finance and maths in marketing”, “There should be other marketing courses such as administration of logistics or strategies of marketing”, “It is not possible for us to want to get a job after we learn what a marketing man does in the marketing course”, “Elective courses may be included in the curriculum, because an administrator will prefer one of the main subjects. If I would like to choose a marketing department, I would like to choose more elective courses related to marketing instead of the courses taken at the second year”

*4) What kind of a career do you plan related to marketing when you graduate from the department you attend?*

It is observed that the associate degree learners who state that they are in an ambiguity in terms of finding a job and career planning are more aimless and anxious than FEAS learners and they do not know what to do and also their aims are not clear enough. FEAS students state that the courses are theory centered and they cannot be practiced in real life; thus, the information at university is not adequate and they have fear of being unemployed.

“I cannot even perform career planning, let alone marketing. I do not know what kind of a job I can do and how I can cover it”, “The companies require experience, training is an important opportunity; however, students are not allowed to do much in the period of training. If I get the suggestions of the people in marketing business or if I go to the companies and learn the necessary information myself, I can have

decisions while choosing a job.”, “The periods of employing gradually makes me anxious”, “ I should move along by understanding the business enterprise without choosing a job”, “I don’t know what to do and how to do and in which areas I can have a chance”

*5) Do you have any knowledge about the department of marketing and the working system in business enterprise? How do you assess that?*

The students explain that they have lack of knowledge about this subject. They state that they know what a firm does related to marketing in theory; however, they do not have any idea about how it is done in practice. They apprehend how important the area is by taking the marketing course; however, they do not know what to do about getting a job. Differently, associate degree learners state that they benefit from training, and they start to begin understanding the departments of marketing and companies partially thanks to example events.

“Generally, it includes people who sell things”, “In fact, it is a vast area, I have just learnt this, it is a business of sale-storing- contacting customers and delivering. I mean there are such departments. Yet, I know how the working system is and where I can start”, “Really, I do not know and actually, we should learn this”, “There should be more introduction”.

## **8. Results And Suggestions**

Many factors affecting the preferences of consumer such as the variety of products, population, the level of income increase the consumer centered system and directly affects the importance of the marketing occupation and its efficiency for the business enterprises. Making the products which are produced in national or international level to be sold has become a more important issue and these products are tried to be delivered to the consumers at the right place, time and style. The studies of brand management which support working consumer-centered, the guiding related to all business enterprise subjects, the increase in the usage of social media and virtual network etc. show that the vocation of marketing has gained importance.

Business enterprise is one of the interdisciplinary sciences. It includes many subjects such as finance, human resources, production and marketing. Moreover, fulfillment of the responsibilities that the

marketing vocation has and understanding its importance has an outstanding feature regarding the departments of the business enterprise which have educational content. Being related to the effectiveness of the marketing education provided at the departments of business enterprise, it is important that the students taking the marketing course grasp the discipline of marketing and they perceive this vocation in the right way.

It is observed that although the importance of marketing vocation is a major issue, there aren't enough studies conducted on this subject at the departments of operational management. The limited studies are generally either very out of date or have a limited content or it only covers the system of a specific country (Pappu, 2004; Ferrell & Gonzalez, 2004, Camey & Williams, 2004, Schmidt vd, 1987; O'Grady and Swanson, 1995; Hugstad, 1997, LaBarbera & Siminoff 1999, Juric vd., 1997, Motekaitienè ve Jusco's, 2008). There is only one recent study and it focuses on the branding elaborately (Gupta, 2010).

This kind of a situation decreases the possibility of construing and comparing the conducted study with different studies.

When the students' perceptions and attitudes regarding the marketing courses and the vocation of marketing at the department of Business enterprise in Turkey are observed, these are the outstanding results:

The students of business enterprise department have enough information about the science of marketing and they perceive this subject as only a sale facility.

The students think that business enterprise course content including the courses of marketing has a facilitator effect on finding a job.

The students of business enterprise department emphasizes that the lecturers providing the education of marketing should have a great communication skill and they should be qualified people having the experience as well as theoretical knowledge.

The students think that marketing courses are important in that the students may understand the system of a business and marketing the product that the company produces or sells is more important than the other subject areas. They state that understanding the marketing and



performing it well have primary significance so that a company can continue its performances.

The students of business enterprise department explain that they understand what a firm does being related to marketing in theory; however, they do not have any idea about how it is performed.

They also state that they grasp that how important the subject is by taking the marketing courses; however, they do not know what to do about finding a job. On the other hand, the students having the associate degree express that they benefit from training. Moreover, thanks to the example events in a marketing course, they start to understand the departments of companies and the marketing departments even partially.

When the results defined above are assessed, it is observed that some correcting measures should be taken related to this issue. To begin with, the students of business enterprise department perceive the marketing course which has direct relation with many disciplines and which has a large scope as an independent selling business. This shows that the students cannot get to the required consciousness and hardware in the period of education. The courses and seminars which will be effective in terms of reaching the aims of career and specific areas except the courses should be organized and the students should be motivated to attend them. Moreover, the curriculum of the courses should be revised again and the number of the courses of developing strategies and administration regarding the marketing subject in the vocational colleges should be increased. These courses should be revised again so that they will allow the students to practice as well as providing them theoretical information. Furthermore, it is clear that the economic opportunities should be improved in order to provide the continuous effect of the education.

The working areas should be increased and it is vital that the students understand that marketing concept does not only mean sale with the cooperation of universities, industries and the foundations of the state. Moreover, the students should grasp that business enterprise vocation has a vital importance as a vocation. Furthermore, not only the perceptions of the public opinion should be improved but also the students getting the education should be more outfitted and conscious. Thus, panels, conferences, symposiums and workshops should be organized and the

education should be supported with scientific facilities. Moreover, the educational facilities should be increased by making the educational expectations positive and decreasing the anxiety of the students regarding getting a job and having training with the help of developing the attitude studies.

The study should be conducted related to the qualifications of the lecturers who are the part of business enterprise education. The supply of the lecturers who are experienced about the applications, cooperation with the private sector and invitation of the successful applicators as a guest or part time lecturers are required.

The ones who work for the marketing department of the business enterprises may be the part of this research in the studies which will be conducted in the future. Thus, another step of this study may be comparing the attitudes of the people working at the departments of marketing and the students getting the education at the moment.

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