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ÜNİVERSİTELERİN BÖLGESEL KALKINMADA -DEĞİŞEN- ROLÜ VE GİRİŞİMCİ ÜNİVERSİTE KAVRAMI

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THE INTERACTION AMONG PERSONALITY TRAITS, CULTURAL VALUES AND CAREER BARRIERS: AN INVESTIGATION ON COMPARISON OF HIGH SCHOOL AND VOCATIONAL SCHOOL STUDENTS

Öz

Üniversiteler ekonomik kalkınmada oldukça önemli bir rol oynamaktadır. Ne var ki bu rol iyi açıklanabilmiş ya da anlaşılabilir değildir. Bu çalışmada, bölgesel kalkınma teorisi ve uygulamasında değişen anlayışın bir sonucu olarak, üniversitelerin bölgesel kalkınmadaki artan önemi ve değişen rolleri ele alınmaktadır. Üç bölümden oluşan çalışmanın birinci bölümünde; bölgesel kalkınmada teori-politikalarında yaşanan dönüşüm ve yeni bölge(sel)cilik anlayışına değinilmektedir. İkinci bölümde; bölgesel kalkınmada dönüşüme paralel olarak üniversitelerin bölgesel kalkınmadaki geleneksel ve değişen rolleri ele alınmaktadır. Üçüncü bölümde ise “girişimci üniversite” kavramının tanımı ve unsurları ortaya koyulmaktadır. Çalışma; üniversitelerin bölgesel kalkınmadaki rollerinin artırılmasına yönelik neler yapılabileceğine dair sonuç ve önerilerle son bulmaktadır.

Anahtar Kelimeler: Üniversite, Bölgesel Kalkınma, Girişimci Üniversite

Abstract

The purpose of this research is to determine the effects of both characteristics of personality and cultural values on the perception of career obstacles and the differentiation of such affection between associate degree students and undergraduates. The factors used in the dimensions of the model of personality are extraversion, conscientiousness, agreeableness, openness (to experience) and neuroticism; the dimensions of the scale of cultural values are horizontal and vertical individualism and collectivism. The scale of perceived career obstacles was analyzed in one dimension. The sample of the research consists of 187 students who study in the schools of Erdemli School of Applied Technology and

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Management and Vocational School of Mersin University in Erdemli. In analyzing process of the data, descriptive statistical methods, Pearson correlation for the correlation between the variables and the regression analyze of Stepwise for interactions were used. One of the results of the study is that the level of neuroticism may increase the level of the perceived career obstacle, whereas the level of compatibleness decreases it. Additionally, it has been determined that there are correlations between demographics and the dimensions of personality and cultural values. It is estimated that such findings might be useful for the studies in future.

Keywords: Personality Traits, Cultural Values, Career Barriers, University.

1. Introduction

Research on business management, administration, and organizational behavior has shifted their focus onto interdisciplinary field. One of the main reasons is that business management has difficulty in explaining many inputs and outputs by itself and thus needs the help of more fundamental fields of science. Though a lot of studies complain of prescriptivism and inference, the argument of this paper is that organizational inferences as well as psychological and sociological prescriptions are required by the fact that concepts outside organizational literature such as personality and culture lead to organizational outputs as input. Two subjects to which such psychological and sociological prescriptions point most are personality and culture. As is known, these are among the precursors of many different organizational diseases.

This study aims to investigate the possible influences of personality traits and cultural values on perceived career barriers. This is mainly because; relationships between career barriers and many concepts in organizational literature have been analyzed before. The prediction of this paper is that career barriers are more about individual and culture rather than organizational concepts. Personality and culture are very basic psychological and sociological concepts and confront us as the precursor and successor of a lot of interdisciplinary concepts besides career barriers. In organizational literature, career barriers have been associated with organizational concepts other than personality and culture more. Therefore, this study attempts to make interdisciplinary inferences regarding the possible influences of personality and culture on career barriers.

2. Literature Review

2.1. Personality Traits

Personality, which is defined as distinct spiritual and mental characteristics unique to a person (tdk.gov.tr), is the precursor and successor of a lot of research in different disciplines. Many studies have been conducted on personality for more than fifty years, and one of their common results is that personality has quite little influence on job performance. In the last 35 years, many psychologists have agreed on that there are five factors of personality structure and content (Barrick and Mount, 1991:1-2). It is evident that there is a need for a classification to indicate what personality structures display what behaviors or cause what organizational problems. However, it should be noted that there is the problem of inferential approach to the content of personality models across the world. As a matter of fact, many personality models are criticized for that they fail to reflect all dimensions of personality. Among the most frequently encountered personality models in literature are Big Five, Big Six, and Big Two personality models.

The Five-Factor Personality Model is the most effective conceptual personality model. It deals with personal differences in five dimensions; extraversion, neuroticism, agreeableness, conscientiousness, and openness (to experience) (Kandler et al., 2014:232; Zacher, 2014: 23; Özyer et al., 2012:179-180). The Five-Factor Personality Model was designed by Goldberg in 1982 (Çınar, 2011:72) and is criticized for that it is not capable of dealing with all complexity and details of human personality accurately (Özyer et al., 2012:179-180). The factors on which people agreed in the 1990s are extraversion, conscientiousness, openness (to experience), agreeableness, and neuroticism (Gümüş, 2009:47). Thus, the dimensions of the model are as follows: (Şimşek and Aktaş, 2014:125):

Table 1. The Dimensions of The Five-Factor Personality Model

Extraversion	Conscientiousness	Openness (To Experience)	Agreeableness	Neuroticism
Dominant; energetic; active; having a wide circle of friends; communicating with other people more	Strenuousness to achieve targets; willpower; discipline; based on plans; and perfectionism	Being curious about novelties and differences; adopting easily; creativity and innovativeness	Reliable; sympathetic; low egocentrism; and collaboration	Being neurotic; not being calm, coldblooded, and optimistic

The Five-Factor Personality Model can predict some specific behaviors such as tobacco consumption and willing to share money as well as professional and familial outcomes and important vital outcomes like death (Kandler et al., 2014:232). The Five-Factor Personality Model was not found to be five-factor in some studies carried out in Italy, Hungary, Greece, and China. Come into existence for this and other similar reasons, the *Six-Factor Personality Model* (Big Six) has some technical and predictive advantages over the Five-Factor Personality Model in North America in terms of capability to interpret (Thalmayer and Saucier, 2014:2). The Six-Factor Personality Model (Big Six) includes the dimension of Humility besides the dimensions of the Five-Factor Personality Model and is also called the Hexaco Model (Milojev and Sibley, 2014:30; Thalmayer and Saucier, 2014:2). The Six-Factor Personality Model is reported to be better than the Big Five Model at distinguishing personality traits (Milojev and Sibley, 2014:30). There is also the Two-Factor Personality Model (*Big Two*). It was not introduced as an upper version of the Five-Factor Personality Model. It was developed through analysis of words from hundreds of natural languages. Dynamism, which is one of its factors, emerged as proportion against trends in personality. Self-regulation, which is the other factor of the model, was introduced to internalize social and cultural norms. This is more “cultural centrifuge” focused and is less biased against human culture, population, or species (Thalmayer and Saucier, 2014:2).

2.2. Cultural Values

Culture and individualism and collectivism, which are parts of it, are issues of frequent discussion in various disciplines and in our social life. It

is often said that individualism increases as one goes to the west and collectivism increases as one goes to the east in the world. These two structures are criticized because they are complicated and stereotyped and are called “cultural syndromes” (Özyer et al., 2012:178).

According to Triandis, culture affects information process because it allows classifying works and experiences. Similarly, culture also classifies the ways works are evaluated. Indeed, culture determines the framework of normative behavior and defines the roles of individuals within social structure. In fact, it is the prescription of basic values and principles of individuals in their lives. The most known and studied dimensions of culture are individualism and collectivism (Probst and Lawler, 2006:237). Individualism and collectivism are grouped vertically and horizontally, and their remarkable features are summarized below (Özyer et al., 2012:178-179):

Table 2. The Dimensions of Individualism and Collectivism and Their Main Attributes

<i>Collectivism</i>		<i>Individualism</i>	
It emerges in simple and surrounding communities		It emerges when communities have high complexity and the scope of freedom is broadened. It increases when income per capita rises.	
<i>Horizontal Collectivism</i>	<i>Vertical Collectivism</i>	<i>Horizontal Individualism</i>	<i>Vertical Individualism</i>
Individual perceives himself as part of group			
Inequality seems normal to individuals	Equality is important	Universalism is featured	Success and competition are featured
Benevolence is featured	Power is featured		

Hofstede’s definitions and classifications about cultural characteristics as well as his attribution of different cultural values to different countries are frequently seen in literature. However, while a classification is being made, it should always be noted that cultural values do not remain stable in the course of time and a sample group has to represent all layers of society (Wasti and Eser Erdil, 2007: 40-41).

2.3. Perceived Career Barriers

The subject of career barriers involves the social cognitive career theory and disease studies. More precisely, the importance of preferences in making a decision about career is studied under the title of career barriers as an element of the social cognitive theory. The theory says that professional interests are shaped by self-efficacy beliefs, outcome expectations, and personal purposes (Beatty, 2012: 92 and 94). These three cognitive elements regulate decision-making about career. It is also reported that some external factors other than individual both support and hinder career (Lent et al., 1994). It is a discourse developed based on the Individual Career Life (Path) Model that decisions about career are affected by individual variables (individual characteristics and goals), non-individual variables (cultural values and discrimination), and contextual variables (labor market and migrants' tendencies). According to Lent et al., that is consistent with the social cognitive career theory (Shinnar, 2007:358-359). Career barriers are described by Swanson et al. as internal and external conditions making career development difficult (Beatty, 2012: 94) and by Crites as all factors that prevent the achievement of career goals. McWhirter presents career barriers in six factors: sex and ethnic discrimination in working life, lack of ability, lack of interest, family attitudes, lack of fit, and financial problems (Sürücü, 2011:23). Career barriers have been classified in some different ways, too. For example, to Swanson et al. designed the dimensions of career barriers as the issues of sex discrimination, racial discrimination, role conflict, disapproval and labor market. Martin et al. classified the career barriers encountered by individuals with AIDS as concern about benefits loss, work-related health, job skills, discrimination, personal health care, and workplace accommodation. Fabian et al. mentioned concerns about physical health, health insurance loss, and even transportation (moving) problems as career barriers (Beatty, 2012:94). When the results of a lot of studies across the world are examined, it can be said that sex (being a woman) is the most frequent career barrier in choice of profession. That is followed by ethnicity and low socio-economic level (Sürücü, 2011:38).

2.4. Related Studies

Review of literature on business management and administration shows that studies about personality focus on relationships between personality and life satisfaction, organizational silence, organizational commitment, professional interests, job satisfaction, ethics, and performance while

studies handling relationship between personality and career deal with career plans, career predictions, career success, and cognitive and emotional intelligence. Studies about culture generally focus on the comparison of horizontal and vertical individualism and collectivism on the basis of countries. Research on the relationship between culture and career mostly deals with career behaviors in different cultures, relationship between culture and commercial entrepreneurship, and relationship between culture and power and equality. Studies that are indirectly related to career barriers generally concentrate on mobbing, glass ceiling, discrimination, career inequalities for homosexuals, whistleblowing, fear, group thinking, and burnout. Career barriers are generally studied indirectly because their types are subject of research. Works on university students related to this matter generally focus on future expectations, career choices, sectoral employment, career development plans, factors influential on choice of profession, and concern about unemployment.

2.4.1. Studies About Personality

Bayram et al. (2012: 187) found out that females had higher scores than males in extraversion and conscientiousness, which are among personality traits. However, there is also research showing that males have higher scores than females in extraversion and conscientiousness. Females were seen to have higher scores than males in neuroticism and agreeableness in various studies. Focusing on the relationship between personality and organizational silence, Şimşek and Aktaş (2014: 133) indicated the types of silence on appearance of which personality types are determinant. Receptoğlu et al. (2013: 613) determined that personality traits are influential on the increase of the commitment of instructors. In their study about the Big Five Model, Aydın et al. (2013: 584) concluded that there is a negative relationship between learning skills and neuroticism while there is a positive relationship between learning skills and the other four dimensions. In a study on the relationship between the dimensions of the Big Five Model and career adaptation in the Netherlands and Brazil, career adaptation was found to have a positive relationship with openness (to experience), agreeableness, and conscientiousness and to have a negative relationship with neuroticism (Zacher, 2014: 22). In their study on the Big Six Model, Milojev and Sibley (2014: 34) revealed less extraversion and neuroticism stability among old people in comparison to young people. In a study focusing on the relationship between career success and personality traits, it was found out that there is a negative

relationship between neuroticism and salary, which is one of the criteria of career success. Some similar studies identified openness (to experience) as the negative precursor of career success (Garcia and Costa, 2014: 719-722).

2.4.2. Studies About Cultural Values

Abraham (1997) indicated that there is a significant positive relationship between horizontal individualism and entrepreneurship and between vertical collectivism and organizational commitment. Gouveia et al. (2003:43-63) conducted a study in Spain and showed that there is a significant negative relationship between the degree of friendship and vertical individualism and a significant positive relationship between horizontal individualism and collectivism. Özbek (2010:25) mentions that equality-oriented horizontal individualism and collectivism affect close friendship. The influences of cultural characteristics on career adaptation and success are recommended to be investigated in future studies (Zacher, 2014: 28).

2.4.3. Studies About Career Barriers

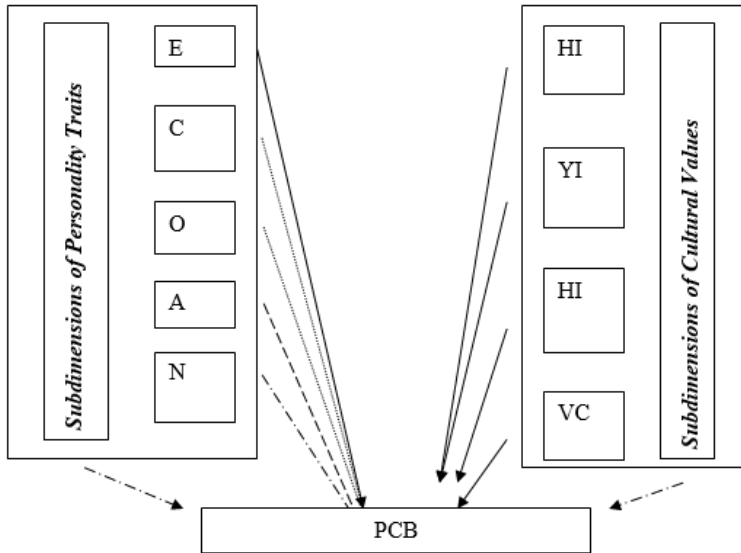
Literature contains research indicating that females are exposed to discrimination in workplace more in comparison to males (Cochran et al., 2013: 266). Zacher (2014: 22) reports that career adaptation has a positive relationship with employees' interest, general and professional happiness, and quality of life and has a negative relationship with perceived career barriers and job stress. It is also stated that high career barrier perception has a negative relationship with academic self-efficacy (Wright et al., 2014:42) and organizational participation (Briggs et al., 2011:941). In addition, it is said that there is a negative relationship between career barriers and professional wishes among females, and females have higher perceptions of career barriers in comparison to males (Watts et al., 2015:20).

Perceived career barriers negatively affect employees in an indirect way through organizational diseases such as glass ceiling, discrimination, mobbing, whistleblowing, fear, group thinking, and silence. Literature contains numerous studies on these diseases. Some studies about glass ceiling are Özyer and Orhan (2012), Boydak Özkan (2009), Anafarta et al. (2008), and Örucü et al. (2007). Özyer and Orhan found out that stereotypes, which are one of the dimensions of glass ceiling, are associated with different dimensions of fear. Similarly, discrimination on the basis of ethnicity, sex, and race deprives employees of career

opportunities. Among the most studied types of discrimination are sex discrimination, racial discrimination, and ethnic discrimination. Orhan (2015) determined that Turks living in Germany are exposed to racial discrimination, but that occurs as racism without races for universalism. Another frequently studied subject in literature is mobbing. Some of studies on this subject are Özyer and Orhan (2012) and Tınaz (2006). Another organizational disease is whistleblowing, which is regarded as one of the indirect career barriers encountered by employees. Some studies on whistleblowing are Eren and Orhan (2013) and Esen and Kaplan (2012). Eren and Orhan found out that whistleblowing, which is one of the dimensions of ethical responsibilities under corporate social responsibility, has a relationship with internal reporting and external reporting. With its several subdimensions, fear is also an important organizational disease in that it prevents both the adaptation of employees to organizational life and their career success. One of the most recent studies on fear is Özyer and Orhan (2012). Finally, among studies on silence are Eroğlu et al. (2011) and Özdemir and Sarıoğlu Uğur (2013). Group thinking is one of the least frequently studied career barriers. One of the most recent studies on group thinking is Orhan (2013). Orhan investigated the relationship of group thinking with fear and wrong decision-making.

Based on the foregoing, the model of the study was established as follows:

Figure 1. Model of Study



As it can be understood from the model, the effects of personality traits and their subdimensions and cultural values and their subdimensions on career barriers were examined. Thus, the following research questions were (RQ) were formed.

RQ 1: Do the personality traits of students influence their career barriers?

RQ 2: Does extraversion (E) influence their perceived career barriers (PCB)?

RQ 3: Does conscientiousness (C) influence their perceived career barriers?

RQ 4: Does openness (to experience) (O) influence their perceived career barriers?

RQ 5: Does agreeableness (A) influence their perceived career barriers?

RQ 6: Does neuroticism (N) influence their perceived career barriers?

RQ 7: Do cultural values influence their perceived career barriers?

RQ 8: Does horizontal individualism (HI) influence their perceived career barriers?

RQ 9: Does vertical individualism (VI) influence their perceived career barriers?

RQ 10: Does horizontal collectivism (HC) influence their perceived career barriers?

RQ 11: Does vertical collectivism (VC) influence their perceived career barriers?

RQ 12: Do the demographic characteristics of the students vary by variables?

3. METHOD

3.1. Aim, Significance, and the Limitations of the Study

Literature contains limited number of studies on the relationships of personality traits, cultural values, and perceived career barriers with different phenomena and no research on the interaction of these three concepts. The present study is significant because it aims to show those personality traits and cultural values (and their subdimensions) which lead to perceived career barriers. The aim of the study is to indicate the personality traits and cultural values of students which lead to perceived

career barriers. The study is limited to the students of Mersin University Erdemli School of Applied Technology and Management and Erdemli Vocational School due to time and cost constraints.

3.2. Research Reliability

Alpha coefficient (Cronbach's Alpha) was used in testing the reliability of the scale. Reliability coefficients concerning personality traits, cultural traits, career barriers, and relevant subdimensions found in the analyses are given below.

Table 3. Reliabilities of The Personality Traits, Cultural Values, Career Barriers, and Their Related Subdimensions

Personality Traits and It's Subdimensions	Cronbach's Alpha
E	0,771
C	0,680
O	0,720
A	0,659
N	0,637
Personality Traits (General)	0,754
Cultural Values and It's Subdimensions	
HI	0,741
YI	0,770
HI	0,778
VC	0,729
Cultural Values (General)	0,841
PCB	0,829

The survey reliability was decided to be satisfactory because the reliability of all factors was over 0.60.

3.3. Research Sample

The relationships between the personality traits and the cultural values held by the students of Mersin University Erdemli School of Applied Technology and Management and Erdemli Vocational School and their career barriers were examined in the study. In this regard, the scale questions were administered to 200 randomly chosen students, and 187 usable scale forms were obtained. There were a total of 1917 students in two schools. 93% of the scale forms were returned, and the rate of representation was 9%.

3.4. Data Collection Tools

Four scales were used. The first one is the career barriers scale developed and used by Surucu in his doctoral dissertation prepared in Gazi University in 2011 (Surucu, 2011: 132). This scale consists of 16 questions. The second scale is the Big Five Inventory developed by John, Donahue, and Kantle in 1991 and adapted to Turkish by Alkan in 2007 (Gümüř, 2009:346-347). This scale consists of a total of 5 subdimensions and 44 questions. These subdimensions are extraversion (8 questions), agreeableness (9 questions), conscientiousness (9 questions), openness (to experience) (10 question), and neuroticism (8 questions). The third scale is the Culture Orientation Scale developed by Singelis, Triandis, Bhawuk, and Gelfand in 1995 and translated into Turkish by Wasti and Erdil (Pařamehmetođlu, 2009:63-64). This scale consists of four dimensions: horizontal individualism (8 questions), vertical individualism (7 questions), horizontal collectivism (9 questions), and vertical collectivism (8 questions). The last scale used in the study is five-question scale developed to determine the demographic characteristics of the participants. The items in the scale were rated through 5-point Likert-type rating.

3.5. Data Analysis

Descriptive statistics (number, percentage, mean, standard deviation) were used in analyzing the research data. In comparing the quantitative data, t-test was used for determining the difference between two groups; one-way Anova test was used for comparison of parameters between groups when there were more than two groups; and Scheffe's test was used for finding out the group causing the difference. The relationship between the research variables was tested via Pearson's correlation analysis and interaction between them was tested via regression analysis. The research findings were evaluated on the basis of reliability level of 95% and significance level of 5%.

3.6. Findings

The sample distribution in terms of demographic characteristics is as follows:

Table 4. Demographics of The Sample

Demographic	n	Percentage (%)	
Sex	Female	115	61,5
	Male	72	38,5
	Total	187	100,0
Level of Education	Associate	95	50,8
	Undergraduate	92	49,2
	Total	187	100,0
Department	Banking and Insurance	30	16,0
	Accounting	37	19,8
	Business Information Management	92	49,2
	Computer Programming	28	15,0
	Total	187	100,0
Class	1 st Class	70	37,4
	2 nd Class	65	34,8
	3 rd Class	22	11,8
	4 th Class	30	16,0
	Total	187	100,0

Of the research participants, 115 (61.5%) were female and 72 (38.5%) were male; 95 (50.8%) were associate students, and 92 (49.2%) were undergraduate students; 30 (16.0%) were banking and insurance students, 37 (19.8%) accounting students, 92 (49.2%) business information management students, and 28 (15.0%) computer programming students; and finally 70 (37.4%) were 1st grade students, 65 (34.8%) 2nd grade students, 22 (11.8%) 3rd grade students, and 30 (16.0%) 4th grade students.

Pearson's correlation analysis results regarding the relationships between the variables are as follows:

Table 5. Results of Correlation Analysis

		<i>HC</i>	<i>VC</i>	<i>HI</i>	<i>YI</i>	<i>Cultural Values (General)</i>	<i>E</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>N</i>	<i>Personality Traits (General)</i>	<i>PCB</i>
<i>HC</i>	r	1,000											
	p	0,000											
<i>VC</i>	r	0,548**	1,000										
	p	0,000	0,000										
<i>HI</i>	r	0,229**	0,310**	1,000									
	p	0,002	0,000	0,000									
<i>YI</i>	r	0,078	0,229**	0,308**	1,000								
	p	0,289	0,002	0,000	0,000								
<i>Cultural Values (General)</i>	r	0,696**	0,757**	0,650**	0,614**	1,000							
	p	0,000	0,000	0,000	0,000	0,000							
<i>E</i>	r	0,087	0,058	0,085	0,134	0,137	1,000						
	p	0,234	0,430	0,248	0,067	0,062	0,000						
<i>C</i>	r	0,089	0,269**	0,233**	0,245**	0,303**	0,130	1,000					
	p	0,227	0,000	0,001	0,001	0,000	0,076	0,000					
<i>O</i>	r	0,233**	0,179*	0,386**	0,216**	0,369**	0,239**	0,226**	1,000				
	p	0,001	0,014	0,000	0,003	0,000	0,001	0,002	0,000				
<i>A</i>	r	0,261**	0,270**	0,286**	-0,013	0,286**	0,099	0,429**	0,378**	1,000			
	p	0,000	0,000	0,000	0,865	0,000	0,178	0,000	0,000	0,000			
<i>N</i>	r	0,076	0,161*	0,147*	0,076	0,164*	-0,322**	-0,050	0,039	-0,017	1,000		
	p	0,304	0,028	0,044	0,303	0,025	0,000	0,498	0,597	0,820	0,000		
<i>Personality Traits (General)</i>	r	0,274**	0,342**	0,418**	0,247**	0,464**	0,456**	0,636**	0,703**	0,685**	0,221**	1,000	
	p	0,000	0,000	0,000	0,001	0,000	0,000	0,000	0,000	0,000	0,002	0,000	
<i>PCB</i>	r	0,096	0,028	-0,032	0,121	0,086	-0,120	-0,163*	0,030	-0,159*	0,242**	-0,065	1,000
	p	0,192	0,699	0,661	0,099	0,239	0,102	0,026	0,680	0,029	0,001	0,374	0,000

*correlation is significant at the 0,05 level ** correlation is significant at the 0,01 level

The correlation table shows the following:

There is a significant medium positive relationship between vertical collectivism and horizontal collectivism; there is a very weak positive relationship between horizontal individualism and horizontal collectivism; there is a significant weak positive relationship between horizontal individualism and vertical collectivism; there is a significant very weak positive relationship between vertical individualism and vertical collectivism; there is a significant weak positive relationship between vertical collectivism and horizontal individualism;

There is a significant positive relationship between general culture score and horizontal collectivism; there is a significant strong positive relationship between general culture score and vertical collectivism; there is a significant medium positive relationship between general culture score and horizontal individualism; there is a significant medium positive relationship between general culture score and vertical individualism;

There is a significant weak positive relationship between conscientiousness and vertical collectivism; there is a significant very weak positive relationship between conscientiousness and horizontal individualism; there is a significant very weak positive relationship between conscientiousness and vertical individualism; there is a significant weak positive relationship between conscientiousness and general culture score;

There is a significant very weak positive relationship between openness (to experience) and horizontal collectivism; there is a significant very weak positive relationship between openness (to experience) and vertical collectivism; there is a significant weak positive relationship between openness (to experience) and horizontal individualism; there is a significant very weak positive relationship between openness (to experience) and vertical individualism; there is a significant weak positive relationship between openness (to experience) and general culture score; there is a significant very weak positive relationship between openness (to experience) and extraversion; there is a significant very weak positive relationship between openness (to experience) and conscientiousness;

There is a significant weak positive relationship between agreeableness and horizontal collectivism; there is a significant weak positive relationship between agreeableness and vertical collectivism; there is a significant weak positive relationship between agreeableness and horizontal individualism; there is a significant weak positive relationship

between agreeableness and general culture score; there is a significant weak positive relationship between agreeableness and openness (to experience);

There is a significant very weak positive relationship between neuroticism and vertical collectivism; there is a significant very weak positive relationship between neuroticism and horizontal individualism; there is a significant very weak positive relationship between neuroticism and general culture score; there is a significant weak negative relationship between neuroticism and extraversion;

There is a significant weak positive relationship between general personality score and horizontal collectivism; there is a significant weak positive relationship between general personality score and vertical collectivism; there is a significant weak positive relationship between general personality score and horizontal individualism; there is a significant very weak positive relationship between general personality score and vertical individualism; there is a significant weak positive relationship between general personality score and general culture score; there is a significant weak positive relationship between general personality score and extraversion; there is a significant medium positive relationship between general personality score and conscientiousness; there is a significant strong positive relationship between general personality score and openness (to experience); there is a significant medium positive relationship between general personality score and agreeableness; there is a significant very weak positive relationship between general personality score and neuroticism;

There is a significant very weak negative relationship between perceived career barrier and conscientiousness; there is a significant very weak negative relationship between perceived career barrier and agreeableness; there is a significant very weak positive relationship between perceived career barrier and neuroticism;

There is no statistically significant relationship between other variables.

Regression analysis results regarding the relationships between the variables are as follows:

Table 6. Results of Regression Analysis (Stepwise)

Dependent Variable	Independent Variable	β	t	p	F	(p)	R²
	Constant	2,936	6,872	0,000			
PCB	N	0,261	3,384	0,001	8,273	0,000	0,073
	A	-0,195	-2,201	0,029			

Stepwise regression analysis which was made in order to identify the relationship between neuroticism, agreeableness, and perceived career barrier showed that the relationship between them was statistically significant ($F=8.273$; $p=0.000<0.05$). Neuroticism, one of the determinants of perceived career barrier, was seen to have a weak relationship with agreeableness ($R^2=0.073$). Level of neuroticism increased the level of perceived career barrier ($\beta=0.261$) while level of agreeableness decreased it ($\beta=-0.195$).

Table 7. Mean Values of Research Sample According to Variables

<i>Dimensions</i>	<i>Group</i>	<i>n</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>F</i>	<i>p</i>	<i>Result</i>
VC	1 st Class	70	4,039	0,646	2,724	0,046	2 > 4 3 > 4
	2 nd Class	65	4,108	0,495			
	3 rd Class	22	4,233	0,487			
	4 th Class	30	3,824	0,465			
HI	1 st Class	70	4,264	0,533	3,635	0,014	1 > 4 2 > 4
	2 nd Class	65	4,196	0,487			
	3 rd Class	22	4,114	0,523			
	4 th Class	30	3,896	0,573			
YI	1 st Class	70	3,645	0,698	3,993	0,009	1 > 2 1 > 4
	2 nd Class	65	3,330	0,704			
	3 rd Class	22	3,422	0,827			
	4 th Class	30	3,138	0,803			
C	1 st Class	70	3,743	0,491	3,470	0,017	1 > 4 2 > 4 3 > 4
	2 nd Class	65	3,634	0,574			
	3 rd Class	22	3,808	0,602			
	4 th Class	30	3,389	0,619			
A			t		2,066	0,040	B> E
	Female	115	3,929	0,515			
N			t		2,197	0,029	B> E
	Female	115	3,272	0,567			
	Male	72	3,068	0,691			

One-way analysis of variance which was carried out in order to determine whether or not there was a significant difference between the vertical collectivism scores of the participants indicated that the difference between the group averages was statistically significant. Descriptive post-hoc analysis was made to determine the sources of the differences. The 2nd and the 3rd grade students were found to have higher vertical collectivism scores in comparison to the 4th grade students. The 1st and the 2nd grade students were found to have higher horizontal individualism scores in comparison to the 4th grade students. The 1st grade students were found to have higher vertical individualism scores in comparison to the 2nd and the 4th grade students. The 1st, the 2nd, and the 3rd grade students were found to have higher conscientiousness scores in comparison to the 4th grade students. Finally, the females were found to have higher agreeableness and neuroticism scores in comparison to the males.

4. Conclusion and Discussion

According to the findings of the research, significant reciprocity was found in the fifth, sixth and twelfth questions of the research. In other words, it was found out that the level of neuroticism increases the level of perceived career barrier while the level of agreeableness decreases the level of perceived career barrier. Some relationships were found between the subdimensions of personality traits and cultural values and demographic characteristics. The 4th grade students were found to have the lowest conscientiousness score and lower vertical collectivism score in comparison to the 2nd and the 3rd grade students and lower horizontal individualism score in comparison to the 1st and the 2nd grade students. On the other hand, the 1st grade students were found to have lower vertical individualism score in comparison to the 2nd and the 4th grade students. In addition, the females were found to have higher agreeableness and neuroticism scores in comparison to the males.

The fact that the level of neuroticism was found to increase the level of perceived career barrier while the level of agreeableness was found to increase the level of perceived career barrier may be attributed to the following view common among Turkish people: “*IF YOU ARE OKAY, EVERYONE IS OKAY*”. It is a fact familiar to everyone that people generously criticize everything and everybody other than themselves while they are so ungenerous in criticizing themselves. Thus, it should be noted that personality is very important in an individual’s overcoming his/her perception of career barrier, but his/her thought that s/he may

overcome his/her negative characteristics is more important, and solution to this issue is the individual himself/herself again.

In addition, lower level of vertical collectivism among the 4th grade students (in comparison to the 2nd and the 3rd grade students) and lower level of horizontal individualism among the 4th grade students (in comparison to the 1st and the 2nd grade students) may be attributed to farness from equality and universalism due to increasing career concerns due to coming graduation. The fact that the 4th grade students were found to have the lowest level of conscientiousness may be attributed to lack of targets. The fact that the 1st grade students had higher level of vertical individualism in comparison to the 2nd and the 4th grade students may be attributed to their enthusiasm to succeed and compete in the early years of university education. The fact that the females were found to have higher levels of agreeableness and neuroticism in comparison to the males may be attributed to that, as stated by Gümüş (2009:49), agreeableness, neuroticism, and conscientiousness are about social life while extraversion and openness (to experience) are about self-realization and personal development. Thus, it is possible to say that females may attach more importance to social values than personal values. In addition, it is something understandable that females are more sympathetic, forgiving, unselfish, and cooperative than males with their feminine emotions (in terms of agreeableness). However, higher level of neuroticism among females in comparison to males (i.e. they fail to be calm, coldblooded, and optimistic) may be attributed to that working life masculinizes females (Yılmaz and Orhan, 2014:78).

Based on the research findings, the following recommendations are put forward:

1. Emotional intelligence, which is considered another factor influential on perceived career barriers like personality, may be included in analyses on this subject as an intermediate factor.
2. Universities should fulfill their duties related to vision. In other words, universities should inform students of what qualities they need to have and what different sectors demand from them. Career orientation should be based on that. If that is achieved, it is hoped that students' career preparation and qualification will not decrease in years as seen in the present study, but increase.
3. It is a frequently observed fact that females masculinize in working life (even in schools). However, it is thought that the shaping of males' career

perceptions with feminine emotions will affect working life conditions and employees positively.

It should also be noted that among indirect career barriers which students are thought to be unlikely to face initially when they are the employees of an organization are organizational diseases such as glass ceiling, mobbing, and whistleblowing. However, future work may investigate whether or not students are subjected to indirect career barriers such as discrimination, group thinking and silence.

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