

**REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
GRADUATE SCHOOL OF BUSINESS**

**THE IMPACT OF SOCIAL CAPITAL ON
INTERNATIONAL CAREER INTENTION**

MASTER'S THESIS

Ali SHUIBU

Department : International Trade

Thesis Supervisor: Assoc. Prof. Dr. Umut Sanem ÇİTÇİ

MAY- 2019

REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
INSTITUTE OF BUSINESS ADMINISTRATION




THE IMPACT OF SOCIAL CAPITAL ON
INTERNATIONAL CAREER INTENTION

MASTER THESIS

Ali SHUIBU

Department of Institute: International Trade

"This thesis approved by majority vote/consensus of the examining committee on 10.05/2019

EXAMINING COMMITTEE MEMBERS	COMMENT	SIGNATURE
Doc. Dr. Hakan Tunahan	Success	
Doc. Dr. Mahmut Huzeyir W	Success	
Doc. Dr. Umut Loren Sirtci	Success	



SAKARYA
ÜNİVERSİTESİ

T.C.
SAKARYA ÜNİVERSİTESİ
İŞLETME ENSTİTÜSÜ
TEZ SAVUNULABİLİRLİK VE ORJİNALLİK BEYAN FORMU

Sayfa : 1/1

Öğrencinin

Adı Soyadı	:	Ali SHUIBU
Öğrenci Numarası	:	1560Y56017
Enstitü Anabilim Dalı	:	ULUSLARARASI TİCARET
Enstitü Bilim Dalı	:	ULUSLARARASI TİCARET
Programı	:	<input checked="" type="checkbox"/> YÜKSEK LİSANS <input type="checkbox"/> DOKTORA
Tezin Başlığı	:	Social Capital Level and International Career Plan: A Case Study on Sakarya University Faculty of Business Management
Benzerlik Oranı	:	% <i>M</i>

İŞLETME ENSTİTÜSÜ MÜDÜRLÜĞÜNE,

Sakarya Üniversitesi İŞLETME Enstitüsü Lisansüstü Tez Çalışması Benzerlik Raporu Uygulama Esaslarını inceledim. Enstitünüz tarafından Uygulama Esasları çerçevesinde alınan Benzerlik Raporuna göre yukarıda bilgileri verilen tez çalışmasının benzerlik oranının herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi beyan ederim.

10/06/2019
İmza

Sakarya Üniversitesi Enstitüsü Lisansüstü Tez Çalışması Benzerlik Raporu Uygulama Esaslarını inceledim. Enstitünüz tarafından Uygulama Esasları çerçevesinde alınan Benzerlik Raporuna göre yukarıda bilgileri verilen öğrenciye ait tez çalışması ile ilgili gerekli düzenleme tarafımda yapılmış olup, yeniden değerlendirilmek üzere gsbttez@sakarya.edu.tr adresine yüklenmiştir.

Bilgilerinize arz ederim.

...../...../20.....
İmza

Uygundur

Danışman
Unvanı / Adı-Soyadı: Doç. Dr. Umut Sanem ÇİTÇİ

Tarih: 10.06.2019

İmza:

KABUL EDİLMİŞTİR

REDDEDİLMİŞTİR

EYK Tarih ve No:

Enstitü Birim Sorumlusu Onayı

ACKNOWLEDGEMENTS

This thesis would not have been completed without the support, contribution and guidance of many people. First and foremost, I would like to express my sincere gratitude to my thesis supervisor, Associate Professor Umut Sanem Çitçi for her immense support, guidance and dedication through the preparation of the thesis. I'm also grateful to all the lecturers and Assistant lecturers in the faculty of international trade for all the support and guidance given me during my coursework period and this thesis. Thank you, Sirs, for making my academic life in Sakarya University wonderful.

My dream for a Master's degree probably would not have been achieved now, without the financial and emotional support of the government and people of the Republic of Turkey. Your kind gesture means so much to me, and I'm forever grateful.

Special thanks also to my lovely Mum and Siblings for their continuous encouragements and prayers throughout my educational life. I would also like to thank my Brother and Colleague in the department Soulemane Bindjo, my elder brother in Sakarya University Mohammed Hafiz Nazifi, not forgetting of my lovely and supportive friends. Your diverse contributions made this thesis and for that matter my masters programme a success. I am so grateful.

Ali Shuibu

10/06/2019

TABLE OF CONTENTS

LIST OF ABBREVIATIONS AND SYMBOLS	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
ÖZET.....	vii
ABSTRACT	viii
INTRODUCTION.....	1
PART ONE: LITERATURE REVIEW.....	4
1.1. Social Capital Theory: Diverse Perspectives And Difficulties In Defining	4
1.1.1. An Overview of Theories of Social Capital.....	4
1.1.2. Social Capital: Pierre Bourdieu’s perspective	5
1.1.3. Social Capital: James S. Coleman’s perspective	8
1.1.4. Social Capital: Putnam’s perspective	10
1.1.5. Social Capital: Granovetter’s perspective.....	12
1.1.6. Social Capital: Ronald S. Burt’s perspective.....	13
1.1.7. Social Networks: N. Lin’s perspective	16
1.1.8. Evaluation of Social Capital Theories	19
1.2. Students’ Social Capital Environment and Students’ Social Capital Formation	20
1.2.1. Students and Their Social Capital Environment.....	20
1.2.2. Students’ Social Capital Environment.....	21
1.2.3. Students’ Social Capital Formation	24
1.3. Sources of Social Capital	25
1.3.1. Family as Source of Social Capital.....	25
1.3.2. School as Source of Social Capital	26
1.3.3. Community as Sources of Social Capital	28

2.3.4. Conclusion	31
PART TWO: SOCIAL CAPITAL AND CAREER PLANNING	32
2.1. An Overview of Social Capital and Career Planning.....	32
2.1.1. Career Theories.....	32
2.1.2. Social Cognitive Career Theory	35
2.2. Networking and Career Planning.....	37
2.3. Conclusion	41
PART THREE: METHODOLOGY	42
3.1. Introduction.....	42
3.2. Research Purpose and Research Questions.....	42
3.3. Conceptual Model and Hypothesizes Development	42
3.4. Population and Sampling	47
3.5. Procedure.....	49
3.6. Data Analysis	51
3.7. Findings.....	54
PART FOUR: DISCUSSION.....	60
4.1. Introduction.....	60
4.2. Family Social Capital.....	60
4.3. Peer Social Capital	62
4.4. Faculty Staff Social Capital	63
4.5. Community Social capital	64
4.6. Gender and International Career Intention.....	65
4.7. Replication with Other Population and Limitation of The Study	66

4.8. Contribution to The Literature	68
CONCLUSION AND RECOMMENDATION	69
REFERENCES	71
APPENDIX	82
CURRICULUM VITAE.....	87

LIST OF ABBREVIATIONS AND SYMBOLS

FSSC	:Faculty staff social capital
CSC	:Community social capital
FSC	:Family social capital
PSC	:Peer social capital
SE	:Self-efficacy
SCCT	: Social cognitive career theory
KMO	:Kaiser-Meyer-Olkin
OECD	:The Organisation for Economic Co-operation and Development
KOSGEB	:Küçük ve Orta Ölçekli İşletmeleri Geliştirme İdaresi Başkanlığı
RIASEC	:Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
SWOT	: Strengths, Weaknesses, Opportunities, and Threats
SMART	: Specific Measurable Achievable Relevant Time bound
EU	: European Union

LIST OF TABLES

Table 1: Demographic Variable	48
Table 2: Date of Birth.....	49
Table 3: KMO and Bartlett' test	52
Table 4: Variance Explained	53
Table 5: Reliability statistics	54
Table 6: Testing the mediation role of self-efficacy in the relation between family social capital and international career intention	55
Table 7: Testing the mediation role of self-efficacy in the relation between friend social capital and international career intention	56
Table 8: Testing the mediation role of self-efficacy in the relation between faculty staff social capital and international career intention.....	57
Table 9: Testing the mediation role of self-efficacy in the relation between community social capital and international.....	57
Table 10: Comparison of international career intention scores by gender.....	58

LIST OF FIGURES

Figure 1: Diagrammatic representation of predicted influence of social capital on self-efficacy international career intention.....	47
--	----

Tezin Başlığı: Sosyal Sermaye Ve Uluslararası Kariyer Niyeti Etkisi

Tezin Yazarı: Ali SHUIBU

Danışman:Doç. Dr. Umut Sanem ÇİTÇİ

Kabul Tarihi: 10/06/2019

Sayfa Sayısı: viii (ön kısım)+82 (tez)+ 5 (ek)

Anabilimdalı: Uluslararası Ticaret

Bilimdalı: Uluslararası Ticaret

Yeni ekonomi türü küresel işgücünde önemli bir değişime neden olmuştur. Mezunların iş bulmak için acele ettikleri rekabetçi iş piyasasında, mezunların kariyer planlarıyla ilgili sorular ortaya çıkmaktadır. İşgücü piyasasındaki bu ekonomik değişim ile başa çıkmak için öğrencilerin nasıl bir yol izlemeleri gerektiği konusunda bilgilendirilmeleri gerekmektedir. Bu çalışma da öğrencilerin uluslararası kariyer beklentilerini anlamak ve onların bu kararında etkili faktörleri belirlemek adına gerçekleştirilmiştir. Kantitatif olarak kurgulanan bu çalışmanın amacı, sosyal bilişsel kariyer teorisinde bağlamsal değişkenler ile ilişkilendirilen sosyal sermayenin, Sakarya Üniversitesi işletme okulundaki lisans öğrencilerinin uluslararası kariyer niyeti üzerindeki etkisini incelemektir. Bu bağlamsal değişkenler aile, akran, fakülte, topluluk sosyal sermayeleri olarak belirlenmiş ancak ve öz yeterliliğin de bir aracı değişken olarak ele alınması gerektiğine karar verilmiştir.

Oluşturulan model, Sakarya Üniversitesi İşletme Fakültesi'nde yer alan 5 bölüm öğrencileri üzerinde test edilmiştir. Özellikle bu fakültenin seçilmesinin nedeni, bölümlerden birisinin Uluslararası Ticaret Bölümü olmasıdır. Araştırma metodolojisi çerçevesinde literatür taraması yapılmış ve kavramsal model elde edilmiştir. Ardından, test edilmek üzere 6 hipotez seçildi. Onaylama amacıyla, toplam 3613 kayıtlı öğrenciden 497'sinin katıldığı bir anket yapıldı. Hipotezler, SPSS 20 programı kullanılarak analiz edildi.

Çalışma sonuçları, özellikle akran, aile ve toplumsal sosyal sermayenin katılımcıların uluslararası kariyer niyetini, öz yeterlilik üzerinden dolaylı olarak etkilediğini göstermiştir. Ayrıca, çalışma aynı zamanda erkek ve kız öğrencilerin uluslararası kariyer niyetleri arasında anlamlı bir fark olduğunu da ortaya koymuştur. Erkeklerin uluslararası bir kariyer yoluna takip etmek konusunda daha istekli oldukları görülmektedir. Çalışmanın çarpıcı sonuçlarından birisi de beklenenin aksine fakülte personelinin (hem idari hem de akademik) öğrencilerin uluslararası kariyer niyetinde etkili olmadığına ortaya çıkmış olmasıdır.

Çalışmanın sonuçları, üniversitelerde giderek artan kariyer ofisleri ve dış kaynaklı kariyer uzmanları tarafından kullanılabilir. Ayrıca Türkiye'deki insan kaynakları politika üreticileri için de bir veri olarak kullanılabilir.

Anahtar Kelimeler: Sosyal Sermaye, Öz Yeterlilik, Uluslararası Kariyer İsteği, Kariyer Planlaması

Title of the Thesis: The Impact of Social Capital on International Career Intention	
Author: Ali SHUIBU	Supervisor: Assoc. Prof. Umut Sanem ÇİTÇİ
Date: 10/06/2019	Nu. of pages: viii (pretext) + 82 (main body) + 5 (app)
Department: International Trade Subfield: International Trade	
<p>The new economy has caused a significant change in the global workforce. In the competitive labor market, where graduates hurry to find work, questions arise about the career plans of graduates. In order to cope with this economic change in the labor market, students need to be informed about how to proceed. This study was carried out in order to understand the international career expectations of the students and to determine the factors influential in this decision. The aim of this quantitative study was to examine the impact of social capital associated with contextual variables in social cognitive career theory on the international career intention of undergraduate students at Sakarya University Business School. These contextual variables were determined as family, peer, faculty, community social capitals, but it was decided that self-efficacy should be considered as an intermediary variable.</p> <p>The model was tested on students of five department in Sakarya University Business School. In particular, the reason why this faculty is chosen is that one of the departments is the International Trade Department. Within the framework of the research methodology, literature review was undertaken and the conceptual model was derived. Then, 6 hypotheses were chosen to be tested against it. For the purposes of this validation, a survey was conducted, within which 497 of the total 3613 registered students took part. The hypothesis was analyzed by using SPSS 20 program.</p> <p>The results of the study showed that peer, family and community social capital affect the international career intention of the participants indirectly through self-efficacy. In addition, the study also revealed that there is a significant difference between male and female students' international career intentions. Male students seem to be more willing to follow an international career path. One of the striking results of the study is that faculty staff (both administrative and academic) are not effective in international career intention.</p> <p>The results of the study can be used by the increasing career offices and outsourced career specialists at universities. It is also used as a human resources data for policy makers in Turkey.</p>	
Keywords: Social Capital, Self-Efficacy, International Career Intention, Career Planning.	

INTRODUCTION

Recently, the World has been confronted by a series of dilemma. The daily lives of individuals around the globe are animated with crisis touching all the aspect of their life. The war against terrorism and economic crisis have a significant influence on nations notably these phenomena have an influence on factors of production in many developing and emerging countries. This results in economic and social downfall of many of these countries. From the war in countries like Iraq and Syria, the golf counties crisis, and the trade war; countries such as Turkey is not left untouched. Some of these countries are key and strategic economic partners of Turkey. Taking trade war as an example to illustrate the effect of these crises on Turkey, the USA decision to remove some countries from duty-free import system, the generalized system of preferences has an impact on concerned countries such as Turkey whose lion share of the economy depends mostly on the export revenues. This decision means the decline in the demand of Turkish product leading to a series of economic malfunctioning like inflation and unemployment. The exponential rate of inflation rate and the rapid growth of unemployment rate must be an area of major concerned not only for the state, businesses but also to students in the process of their career development and exploration.

The working condition and the unemployment call upon the undergraduate students to start shaping their career by developing strategies to better plan for their career. One of the options is not only to venture into entrepreneurial activities within the domestic market but also look for opportunity across borders. However, the student intending to pursue an international career has an influence of the contextual factors such as family support, peer support, community and his personality trait also is not left behind.

Purpose of the Study

The purpose of this study is to examine the influence of social capital indicted as family support, peer support, faculty support and community support in developing the student career decision-making self-efficacy of business students at Sakarya University. The independent variables used derived from the social capital theories and social cognitive career theories where contextual variable and personality traits considered as a

determinant of human behavior and action. The researcher sought to examine how these factors influence the international career decision-making self-efficacy denoted as international career intention. The intent of his study is to be used as a guiding tool by the career experts and instructors while assisting the students and their client in making their career plan.

Theoretical Framework

Recent studies indicated that self-efficacy is a pivotal influence in determining individuals' behaviors and career aspiration (Xue, 2011). Self – efficacy guides young to a career that will help them develop and realize their potential (Bandura, 1997).

Career intention is a part of career exploration which is an essential part of career decision-making self- efficacy. The theory of social cognitive developed by Bandura, (1997)) postulated that people learn and are influenced by the environment and their behavior in their decision-making process. The theory emphasis is on the role of contextual factors such as social ties in guiding the individual's behaviors and actions. Self-efficacy is seen as the individual's beliefs about his capacity to achieving an action and duty (Bandura, 1999).

Career decision-making self-efficacy has been a topic of research among the social sciences. However, most of these studies is carried out in developed countries. Little research is done on the career decision making self-efficacy in developing and emerging countries.

There are colossal factors influencing individual's decision in many cultures around the globe. Gender differences, personality trait, and contextual factors impact the decision-making process of the individual.

In the USA and China for example contextual factors such parent support is necessary ingredients in adolescent' career decision (Xue, 2011). Parents' occupation, income and emotional support available to student determine their choice of career. The verbal encouragement received from one direct environment, advice, information related to career are a guide to student career exploration (Xue, 2011).

The conceptualized social cognitive career and self-efficacy theory as we will see in the literature part of our study, variables used are vital as a determinant of contextual

variables and personality trait influence on students' intention to pursue an intentional career.

Delimitations

This research was designed with undergraduate student counseling focus. The sample was limited to all undergraduate student from level one to level four in five different departments in Sakarya University's Business school. This research could not be conducted in other Turkish universities and other faculties of Sakarya University due to time and cost constraints of the researcher.

The data was collected within the fall semester of the 2018- 2019 academic year. The independent variable was based on the contextual variable that is family social capital (FSC), faculty staff social capital (FSSC), peer social capital (PSC); community social capital CSC and self- efficacy coupled with the influence of gender. The dependent variable was the undergraduate student enrolled in the business school's international career intention.

Summary and Overview

In this part of our study, we introduced the problem, purpose of the study, the theoretical framework, the scope of the study and the study outline. Chapter 1 and 2 provide a synthesis of relevant literature based on social capital theories, career theories and an overview of the theoretical frameworks guiding this study. These chapters also tried to explain some concept related to social capital such as the student' social capital environment, social capital formation, and the sources of social ties. Furthermore, these chapters continued with a review of the previous studies on the relationship between social capital and career plan or intention. Here, there was an important place given to networking and career aspiration. Chapter 3 gave details of the methodology of the study this included the study's purpose and research questions, the conceptual model and hypothesis followed by the sample of the study, and procedures for data collection and analysis. Also added to this section was the result of the study. Chapter 4 is a discussion of the results, including implications, limitations, and ended with a general overview of the study and then the recommendation.

PART ONE: LITERATURE REVIEW

1.1. SOCIAL CAPITAL THEORY: DIVERSE PERSPECTIVES AND DIFFICULTIES IN DEFINING

1.1.1. An Overview of Theories of Social Capital

The purpose of this chapter is to introduce and assess the concept of social capital. This will be done by focusing on the various theories with the focus on the main central authors in social capital definitions and conceptualization. After this tour, the cap will be on these theories' implication and relation to a career plan.

Social capital is the term given to the relationships among people in a social group. This concept refers to the use of social networks and relation to achieving an aim (Fassin, 2003). There are three principal pioneer authors that works are highly used in the social capital literature. They distinguish themselves with their remarkable works on social capital: Pierre Bourdieu, James Coleman, and Robert Putnam. This section of the study will probe into their perceptions of the concept and the view of some further researchers such as Burt, Granovetter, and Lin that have also contributed to the debate on the going concern notion of social capital.

The notion of social capital is currently enjoying a real success of esteem within the social sciences. This is reflected first and foremost by the increasing number of articles and books published in the last decades in sociology, history, political science, economics, management and a good number of other related fields. This high interest in the concept of social capital is partly explained by the repercussion of the work of the researchers mentioned above. R. Putnam works' in particular, his book released in 2000 has generated the appetite to search on the notion's scopes. The interest in this notion has not only limited in academia, but it has also drawn the attention of some orthodoxy's international organizations such as the World Bank and the OEDC. It is also true with some developed countries such the UK, Canada and the USA and some emergent economies like Turkey (KOSGEB) (Yıldız & Topuz, 2011). Nevertheless, all these interests show this concept do not provide an all accepted definition of the term. This is due to the multi-dimension and multi-discipline aspect of the concept (Portes, 1998b). As we will see further in the following sections, the problems surrounding this concept of social capital are less critical in conceptualization but rather in a proliferation

of perspectives and definitions that are often ill-defined, and sub conceptualized (Çitçi, 2011). In this circumstance, it is not a question of merely add another theoretical construction to the already existing ones, but by associating an empirical validation. Let scrutinize the theories that dominate the literature on social capital and proxy terms. To do this, one will bring to light the historical background of the concept, its definitions, and its scopes.

1.1.2. Social Capital: Pierre Bourdieu's perspective

When one carries out a survey of the literature on the notion of social capital, several studies define social capital by its functions or its effects. This situation generates multiples definitions of the concept leading to a misunderstanding of the concept. The current controversies call for more study of the term. To do this, there is a need of going back to its genesis and the perception given to it by its founding fathers.

The concept has made its first appearance in **Community Center** published in 1920 of L.J. Hanifan who is considered as the first person to use the notion of social capital. Hanifan uses it to refer to goodwill, fellowship, mutual sympathy and social intercourse among a group of individuals (Liu, 2010). It is stated that the term social capital is used to denote community participation in enhancing school performance. According to Hanifan, these relations are in themselves valuable assets for promoting the well-being of the community's members (Baret & Marciel, 2006). Another person that works merit acknowledgement is Loury. In his article 'A dynamic theory of racial income differences,' published in 1977, it highlights the influence of social relations in the distribution of socio-economic status. He has the merit of not only using the concept but also by deepening his reflection by giving this concept an empirical character and comparing it with human capital. According to Loury, social ties are a useful means for individuals to use primarily for economic purposes. It is a potential asset for achieving goals (Loury, 1981). These are the point of views shares by Bourdieu.

The origin of the concept of social is also fuzzy, but one can see some aspect of it that was studied by some well-known authors such as Durkheim. He emphasizes on group life as an antidote to anomie; in other words, a social instability generated by the erosion of standards and values (Durkheim & Emirbayer, 2003). It is also viewed with the works of Marx's distinction between a small class or atomized class and collective

class. It shows that the concept of social capital has been a subject of study long ago. The view is that participation in the group has a positive outcome for the members and the community. However, the concept has been indirectly studied in many fields; the first systematic contemporary analysis of the term is the work of Bourdieu (Portes, 1998a).

Bourdieu defines social capital as ‘the aggregate of the actual or potential resources which are linked to possession of a durable network of institutionalized relationships of mutual acquaintance and recognition’ (Bourdieu, 1986). Bourdieu’s work has not initially gained popularity because of the original work was in French. Breaking down his definition, the concept of social capital is a benefit accrues by an individual because of its involvement in the group and with the intention of creating resources. It is clear from the perception of Bourdieu that social capital is divided into two elements: first the notion of social relation that concedes members of a group to claim access to resources possessed by their alliance, and the value and volume of the resources. Bourdieu & Wacquant (1992) also defines three other types of capital:

- cultural capital, a concept close to that of human capital that is incorporated (culture, language, knowledge of social codes) or institutionalized (diplomas, titles).

- economic capital related to heritage resources or income

- Symbolic capital, denoting any form of capital (cultural, social, or economic) having a special recognition within the company. According to him, the amount of capital stock held by an individual varies according to the number of persons belonging to his network and the volume of cultural, economic and symbolic that they hold. The social capital at Bourdieu is, as the symbolic capital, a meta-capital, it has no content (Mariot, 2009). He considers it a multiplier of other capital (economic and cultural). In the same way as the other's capital, social capital is perceived as an instrument of domination mobilized by a group and makes sense only in the exercise of a power relationship. The work of Bourdieu allows us to give credit to some postmodern authors that work helps to understand the notion of social capital. The idea behind the concept of social capital is not new as seen above. According to Degenne and Forsé 1994, Hobbes already refers to it in 1615 in *Leviathan*: ‘to have friends is to have power.’ Though, it is up to Weber to have developed the theoretical bases of this concept in his study on social inequalities

in his book *Economy and Society* published in 1914 (Claridge, 2004). According to Weber, man has three types of resources available to improve its living conditions: economic resources, political and symbolic resources. Per him, each social relation is a behavior that involves several individuals and is distinguished from others by its forms and goals. In proportion to him, the form of these behaviors may vary, but each social relation is such that individuals will act socially towards each other to achieve the desired goal.

Bourdieu, as mentioned above, is the first to propose an elaborated theory of the concept of social capital. In the same way as Loury, he starts from the premise that to achieve the goals pursued, the actors do not only use the material means and their skills. In other words, the economic capital, and cultural capital as Loury refers to them but also needs the social capital that they have such as family, community, and others to which they are attached. From this perspective, social relations are nothing more than resources that individuals get by participating in the circle of people with whom they share some norms and values (Loury, 1981). As seen in his definition, social capital is a form of inherited collective resources that the individual receives from social networks. He also states that the network of connections is the product of social investment strategies oriented towards the institution (Bourdieu, 1986). He presents social capital as both the effect and the cause of social structure. That can be a source or effect of social inequalities. It is a mean by which individuals achieve their goals and make profits. For him, social capital is a collective asset shared by the members of a given society. It is highly related to economic and cultural capital; that is what you have and what you know is determined by who you know. According to his studies who you know is an essential component to achieve any other form of capital. It says to has a multiplier effect on the other capitals.

Above all, Bourdieu gives credit to the size of network and relationships that exist between the nodes or individuals in a specific edge. The main reason why the node in a relationship maintains links in a network is gain. His argument in his works is that there are three types of capitals: economic, cultural and social capital which are interrelated. Cultural capital looks at exists in three forms: embodied, objectified and institutionalized. It is proved that the first is in the individual in the form of culture, the second in material such books and the last on an institution or group (Bourdieu, 1986).

This cultural capital differs from others. Bourdieu sees social capital as a collective asset that participates in the profitability of a group.

1.1.3. Social Capital: James S. Coleman's perspective

As with Bourdieu, Coleman ties up his understanding and definition of the notion of social capital in the individual. However, Coleman research in 1988 has brought a close definition of the concept to that of Bourdieu and Loury's, he defines it as 'social capital consists of some aspect of social structure, and facilitates certain actions of actors whether persons or corporate actors within the structure.' He sees social capital as a tool that enables members of a given organization to achieve a particular outcome that would not be possible without it. His point that goes in line with Bourdieu is that with Bourdieu it is collective resource use by nodes to achieve a stated goal, as for him, social capital is productive that is, it is used so that actors can achieve particular ends which are impossible without (Coleman, 1988). According to him, the notion of social capital refers to the obligations, expectation, and relationships of trust an individual possesses in a network, the possibility of access to information, norms, and sanctions agreed upon by members. This can be seen with the example of being a member of an association. This makes one say that its effects characterize social capital. This facilitates actions between individuals.

Coleman also highlights the existence of links between the micro and macro settings. Since the impact of this tie can affect the individual and the community. To understand this point of Coleman, there is a need to borrow from the words of John Field who said the theory of social capital in its center, perfectly simple; the central thesis can be summed up in two words: the relations count (Field, 2002). It is seen in Coleman study that parents and teachers help to prevent students from deviant behaviors and the parent's investment in students' educations will lead to a better result. After the student completed their studies, there is the weak tie that is a relation with a member out of one's network or extra from the family circle can easily have access to employment and job mobility. In total, Coleman shows that social capital enables a better construction and valorization of human capital. For him, social capital has two principal functions: on the one hand, it has control over the individual's actions, and on the other extreme it helps access to information and gains access to opportunities.

As seen above, Coleman has illustrated by the case of parent's roles in the becoming of their progenies; social capital is sinequanon in the production of human capital. Briefly, it is a useful characteristic of a social structure that facilitates different actions of which economic development and community development.

In his abstract of the article's *Social capital in the creation of human capital Coleman*, (1988), Coleman identifies three forms of social capital: obligations and expectation, information channels, and social norms. To illustrate this, he calls on some scenario. One of these is what he refers to as closed community where he uses the Jewish community in the wholesale of the diamond. This community structure is rooted in ethnicity, familiarity, and religious. The structure pillars are the main ingredients that facilitate a transaction in the market in which they operate. Also, he makes the use of another example to illustrate the obligation, expectation, and trustworthiness of a structure. The example, in this case, is a market in Egypt. In this market, the level of trust among the sellers is exposed. This trust in each other makes them depend on each other. This is the reason why they are stronger and have competitive advantages over unstructured ones.

Furthermore, information channels are another element considered. The scarcity of information is very costly to every organization. Social ties can be tools to help reduce this scarcity. By belonging to a group, the cost of information is decreased, and this is a powerful asset to ease the functioning of a group. The well-being and the production cost is secured with the availability of necessary information.

Social capital as seen above can be conceived as actual or potential resources gain from relationship and memberships in a group. The investigated function shows that it a productive asset, facilitator of economic transaction, it enhances trust in a group by giving birth to cooperation (Greeley, 1997).

This concept as seen with Hanifan who terms it as goodwill, fellowship and sympathy or Loury, Bourdieu, and Coleman continue to animate the social scientists to further research more on the term. Some to complement previous studies others bringing criticism on the works done. One of these researchers is Putnam who is considered as the most cited.

1.1.4. Social Capital: Putnam's perspective

It is difficult or almost impossible today to talk about social capital without referring to Putnam. Putnam is considered as the most influential researcher on the concept of social capital. This is highly due to his impressive works carried out on this notion. One of the most accepted definitions of social capital is credited to Putnam. He considers the social network as one of the central elements in the understanding of social capital. His central position as he mentioned in one of his presentations at Kennedy school of government Putnam (2001), acknowledging the work of Micheal Woolcock; 'networks and the associated norms of reciprocity have value.' The definition of Putnam is built on three interrelated elements; social network, norms, and trust (Goddard, 2003). He considers as social capital the participation of the individual in collective social activities: leisure, religion, political activities, etc. The constructivism approach that makes him not only from the utilitarian nature alone but rather on the voluntary behaviors and attitudes that characterize individuals who hold social capital. For him, the social tie is based on all relationships of trust, participation, and reciprocity. Social capital is built through social activities such as associations, religious movements, sports club and so on.

Contrary to Loury, Bourdieu, and Coleman, who see social capital as a product of social structure, Putnam develops an opposite dialectic, supporting the view that social capital rather than the result of the action of an individual. It comes thanks to the will of the actors to participate in this association.

While referring to the works of others such as Coleman, Putnam redefines the individual and collective dimension, private and public notion of social capital (Putnam, 1996). Human relation is an essential factor in building strong human rules and regulation that guide human activities. This profit not only the individual but also the community he belongs to. In short, it is seen as a public, and private asset enjoys by the community and member.

Previously mentioned, social links that are formal and informal, Professional, family or association; the most crucial distinction given by Putnam is the one that differentiates opened to closed ties. He argues that the link one has with distance people in another form the links between people involving in different circles are more useful than strong links that connect one to a relative. This is illustrated by an individual that search for a

job (Lehis, 2008). Strong bonds are good for reaching comfort; weak ties are good for moving forward (Marc, 2002).

This notion of social capital as described by Putnam is closely related to that of civic virtue, but Putnam notes that civic virtue is more effective when it is inserted into a dense network of social relation, which generates the trust that can be thick or thin and generalize reciprocity. This brings us to the various types of social ties.

According to Putnam, social capital is divided into two forms: bridging and bonding networks. Bonding social tie refers to a connection that is built on the people who are like one another. This can be the example of family and tribe. Meanwhile bridging social tie or a tie that links people from different spectra that is, people who are unlike one another (Putnam, 1996). This distinction made by Putnam is one of the reasons behind his popularity in the contemporary literature. Some international institution such as the World Bank uses Putnam's work as the cornerstone of its guidance in a social capital matter which has become a central element of its development strategies. Paradoxically, Putnam works in the scientific perspective that are, at the level of methodology, has been highly criticized for its weakness at the level of the measuring strategies (Tarrow, Verba, & Tarrow, 1995). The meaning given to some indicators, others such as Portes (1998a) also judge the relation that he makes in belonging to a group and the development of civic spirit. In, the same line of idea, another group, also censures the historical interpretation given by Putnam. This is the example of the Italian case that is said to be cut off (Sabetti, 2009).

Overall, Putnam's works on social capital gain more attention in the literature due to its conceptual origin (Olivier Godechot & Mariot, 2002). Its works are well rooted in the past. This is illustrated by the credit he gives to Tocqueville. However, Putnam success is perhaps due to its arguments. He perceives social capital as output for the group rather than an individual agent as with Coleman (Méda, 2002'a). He argues that social capital as other forms of capital support coordination and cooperation among individuals in a group. Also, social capital raises up the outputs of other forms of capital (Méda, 2002b). Putnam has shifted the discussion of social from the individual level to the collective level. The need to give merit to Woolcock arises in his distinction of embedded and autonomous interactions, where embedded and refers to an intra-group

relationship that is within in order Word bonding as a term by Putnam and autonomous refers to inter-group that is between a group or bridging (Yancy, 2004). The main difference between these two ties is at the level of whom they involve. Other researchers also have made some distinction too to this; this is the case of Granovetter.

1.1.5.Social Capital: Granovetter's perspective

In his founding article, Granovetter starts from a definition of the expression strength of the ties between individuals or group. The work of Granovetter on the use of social ties to find jobs are among the most known and constitutes the foundation of a very broad research trend. Granovetter's works show that under certain conditions, the use of weak tie is more than the use of strong tie for jobs (Granovetter, 1973). Strong ties or links have been differently defined by scholars, but all have a common element of proximity and emotional ties. This is the case of a family the relation one share with the member is a strong tie. As for the weak tie, it implies less emotional commitment (Levesque, 2000).

Granovetter's analysis has primarily focused on the nature of the links between an individual and one or more of other by showing that the nature of these links can be useful. Granovetter's analysis is used to research social networks (Deborah, 2014).

Granovetter argues that interpersonal networks provide the bridge between micro and macro level of interactions. Granovetter hypothesizes that the stronger the link between two individuals, the more the interaction between them and between an individual with whom they have links become closer. Strong ties, which usually unite people who are alike, can unite two other individuals who because of the similarity between the two first individuals, the later can also in some instances be alike (Granovetter, 1973). This increases the probability that these two last individuals can become friends when they meet. So, after showing that strong links are never bridges, that is they do not allow groups of otherwise disjointed individuals to be interconnected, Granovetter infers that information that circulates only through strong links, would risk remaining circumscribed within restricted circles and that on the contrary, it is the weak ties that allow him to vehiculate in greater network. Therefore, individuals are more informed with the weak ties than their inner circle (Granovetter, 1973).

Granovetter has not limited himself just to the theoretical perspective of the strength of weak ties he has also supported his analysis with empirical verification. By applying it to the process of jobs search. The sample of the study population was about 300 executives, technicians, and managers who have recently changed jobs. He finds that these American employees find jobs more often through their social ties than any other means; this is the case of 56% of individuals interviewed in this study. Next, Granovetter is interested in the frequency of their contact with the individuals who gave them the information that enables them to find that job. He asked them some questions to guide his survey. The answers obtained brings him to confirm that weak ties, often denounced as a source of anomie and decline of social cohesion, could appear on the contrary as an indispensable instrument for individuals to seize certain opportunities available to them, as well as for their integration within the community while strong ties could engender social fragmentation (Baer, 2010).

The study confirms that individual ties can be strong, weak or absent. The absent of ties can be the lack of relationship or a tie with no significant link (Framework, 2004). Like Coleman and Putnam, Granovetter has contributed to the burning discussion on the notion of social capital.

He illustrates how one social connection can be a facilitator of one's wellbeing or a facilitator of economic activities. He focalizes on the importance of ties that enable the concerned individual to be informed and gain knowledge. The main argument of his studies is that weak ties between individuals, especially those that give individuals access to other social networks have the greatest benefits. These connections bring new information that is not available on a closed network or strong tie. His works are highly valued in economics. It is considered in the literature as the starting point of contemporary economics in the study of social contribution to the economy (Levesque, 2000).

1.1.6. Social Capital: Ronald S. Burt's perspective

'Better connected people enjoy high returns.'

Burt as the researchers mentioned above has contributed significantly to the discussion on the concept of social capital. The ideas of these various works have a wide range of differences. Nevertheless, there is some common point they share. One of these is what

Burt in his article Structural Holes refers to as a social network metaphor. According to him, this metaphor is a result of human interaction to achieve common goals. It is an advantage gain from belonging to the society in which the individuals are linked. As per the above quotes, social capital is an asset that contributes to the better off of a community. Burt intends in his work to establish a bridge between the complete networks and personal networks. By showing how they are articulated rather than opposed. This paper helps to understand the structure of networks.

The article focuses solely on the theory of structural holes. It aims to show the superiority of the networks rich in structural holes on the complete networks regarding individuals' performances (R. S. Burt, 2001a).

Let understand what he calls structural holes. The structural holes designate the space between two relations in a group: it is an absence of relation. This lack of relationship between two people allows a third person to act as a broker or umpire between the two parties and therefore draws advantages of the situation. These advantages are of three forms: faster access to information, better information, and control over the dissemination of information. Social capital thus represents the advantages created by the presence of structural holes in a network.

Structural holes split non-redundant contact. To diagnose structural holes, Burt proposes to identify a redundant contact in the network. Redundant contacts are contacts which supply the same benefits in information. There are two indicators of redundancy of contact: the connection or cohesion of the network are interconnected, the more the contact are redundant; structural identity or equivalence that is two people who are not known to each other but have access to the same sources of information also represent redundant contact. This not possible in a small network, dense and hierarchical networks. Social capital as a form of the structural network as mentions by Burt is complementary to human capital which is a quality between actors and social capital which is a quality to the individual (R. S. Burt, 2001'a).

The theory of social holes offers to mean to social capital metaphor. It describes the way competitive advantages are gained by the network structure. This brings us to acknowledge Granovetter's works on weak ties as explained in the previous section.

This can help to foresee opportunities that will lead to a competitive advantage over the other actors.

An individual link to a network is more informed than the disconnected one. He sometimes gets this information on time; this provides him with an advantage in acting quickly to a problem. The tie also enables the actors to have the information from the right sources and at the right time. These varieties of benefits are maximized in a vast network of non-redundant contact (R. Burt, 2005).

Burt distinguishes two types of social capital according to whether they relate to the performance of an individual or the performance of the whole team. The survey shows that many of the studies conducted are on the advantages of distance relations on the obtaining of the job Granovetter (1973) but just some few like Burt has concentrated on the career of actors who are already employed. This lack of study can be due to how to gather the information, and to interpret them. Burt shows that individuals use their ties to achieve better performance at their job. The example can be seen with managers who use their rich networks in structural holes to coordinate activities more than the ones in a bureaucratic organization. Indeed, these managers, manage to coordinate more quickly and in a more efficient way the disconnected parts of the organization that can be brought together. They help to improve return on human capital thus enable the company to achieve benefits.

As for the team or collective level, social capital is not only an asset to the individual but also to the group in which he is rooted. One can say that based on Burt's description; social capital improves both the individual performance and the team's one in general terms. The links are two-way between the individual and the group.

Burt seems to conclude on the superiority of structural holes or networks rich in holes over the complete networks in terms of information and benefits. This emphasizes the importance of trust, reputation, and networks (Burt, 2001b).

Trust and reputation are the sources of social capital in complete networks. For Burt, the power of trust and reputation at work in a group leads to reconsider the theory of structural holes that established the superiority of networks rich in structural holes over complete networks. According to him, if networks rich in structural holes provide

competitive advantages, complete ties reduce the risk inherent in cooperation. Rather than opposing these two types of networks, Burt proposes to think about their articulation on a scale. It is about integrating the two mechanisms of competitive advantage and reputation in the larger model. Burt observation is that the performance of a group is superior when it is dense (strong coordination) and linked to many structure holes outside the group. In the end, Burt articulation of these two levels that are networks within and outside the group need further studies.

1.1.7. Social Networks: N. Lin's perspective

Lin states that what is essential is not the strength of the ties maintained with a contact, but the nature of the resources accessible through these ties. Plus, the social status of contact is high; the more employment found through these contacts will correspond to higher social status. According to their works Lin (1999), it shows that social capital has a relatively stronger effect than the human capital on the status acquired at the first job, and both factors are of equal importance in explaining the status of the current job. As per him, the links, in the context of job search, would allow access to people of the higher social level. However, the assumption is not empirically confirmed. Lin's social resource theory was then refined and supplemented by highlighting the importance of diversity of contacts.

A contact is an actor with whom the focal actor is in direct contact. This contact can be an individual or an organization. This is the example of family members, friends, universities, professors, schools' partners, clubs and other stakeholders. These contacts are sometimes classified based on the function that they have and the resources that they bring. Moral support network (family and friends), knowledge support network (professors and researchers), and assistance support network (organization and state) are examples of function and resources a contact can provide to the main actor (Cândido, 2007).

The function and resources determine the quality of a network that a contract provides. The richer the contact the higher the achievement and the well-being of individual or community. This interplay is the point of departure of the analytical framework that conceptualizes student social capital in three inter-linked domains: Relationship, Resource, and Readiness (Chattopadhyay, 2014). These three elements are so essential

tools to analyze the structure of a network to determine the function and substances a contact yield.

Goodwill and understanding are achieved in a network best when there is a continuous interaction between the nodes. A student is called to interact every day with the community and the individuals that enable him to build and benefit from the resources supply by them. One way of interacting with the contacts is by generating friendship with peers in school, on the social media with individuals that they share common value and perceptions (Hendrickson, Rosen, & Aune, 2011). Friendship, as indicated by Hendrickson, is a fundamental unit for an individual in satisfying their personal and emotional needs (Hendrickson et al., 2011). Friendship is a very vital ingredient in individual development. As Aristotle said, friendship is an antidote to fighting enemies. Friendship is a place of refuge in time of mischief, precarity, and other misfortunes. It is one of the most critical factors of accumulation, satisfaction, contentment, and social support for an individual (Hendrickson et al., 2011).

The contact is also associated with student participation and memberships in several different groups. Within these groups, the creation of contact is possible through interpersonal relationships that constitute their social networks. Students develop their social capital by belonging to clubs. These can be co-students network whose function is to affirm and express their academic, cultural and even career aspiration (Hendrickson et al., 2011). The participation in extracurricular activities not only helps the student to interact with another peer but also contribute to his well-being. He gains from these group opportunities to enhance his understanding of the new environment, social interaction and intellectual exchange with other students. Also, the student builds his self-esteem by taking part in extracurricular activities.

Another vital contact that seems very important to the well-being of the student is the benefit granted by some states in general and university in particular to exchange programs between institutions. A student can boon from the ties the university and its crew are having with other establishments. This can be the example of the EU and some of the partner countries with whom they share an exchange program. This program enables the student to study in other university or institution other than where he is a

student, and, also to have internships in a different country. This sort of program is very fruitful in the creation of social ties.

There is another element that is crucial in the creation of student social network: the relationship the student has with the academician is a valuable contact. This does not limit itself to academic achievement, but it also helps a student in the search for job, advice, and to overcome some life challenges (Jensen & Jetten, 2015).

The contact between university or other training institutions and companies seem to be thus, affecting the conditions of entry of students into their professional life. These relationships between institutions foster relationships between academicians and business. This is somehow indirect contact which can have an impact on the student.

The use of social network goes hands in hands with an obligation of reciprocity or compensation and social capital results from the investment of an individual in his relations with others (Lin, 2001b). It allows actors to improve their social status or to be more efficient. Thus, through investment in social ties, individuals have short terms or long terms return, this can be economic returns. This calls for the definition gives by Lin 'social capital is defined as resources embedded in one's social networks, resources that can be accessed or mobilized through ties in networks' (Lin, 2001'a). The scarce resources can be accessed through social relationships. These can be wealth, power, or reputation. As (Bourdieu,1986; Coleman,1988; Putnam,1996; and Burt,2001), Lin recognizes the general idea that social capital is based on connection or network. Lin identifies three principal sources of social capital:

-Structural position

-Network location (closure, openness, bridging...)

-Purposes of action (job, wealth, power)

According to him, there are two ways of explaining how social capital produces return: one is that social capital is observed regarding its capacity that is the volume of resources in an individual's network. It is found that the greater this capacity, the higher the return. This is called accessed social capital. On the other side, social capital is assessed in term of its value or use in production. It is assumed that the better the capital used, the better the return. This is the mobilized social capital (Lin, 1999).

The concept of social capital function in a great number of social and institutional context. As seen, its dimension can be classified at the level of individuals and groups. It is a very important feature in the development of individual which leads to his well-being. There is a need of establishing the link between social capital and its units like network which is considerable in understanding it well.

An individual social network can be understood as a social structure inclusive of all relationships he has with the other members within or out of their structure (Lin, 2000). Social networks rich in both strong and weak ties give access to social resources that are used to achieve goals such as career path (Deborah, 2014). Social capital or social resources as formerly observed can be originated from the family, friends, schools, place of worship and another spectrum.

The use of social resources presents in one's social network creates a benefit that individuals can use in the new workplace, this can increase the level in which the information and other vital resources are accessed.

1.1.8. Evaluation of Social Capital Theories

The network is a set of links accumulated by the actors as seen above, to examine the outcome of it call on considering the distinction between its structure. The relational dimension of social capital that reflect the nature of relationship existing among the main actors and contacts and the structural dimension which refers to the characteristics of the actor's contacts. These two dimensions can be synonymous to weak ties that is relational and dense ties for structural (Nahapiet & Ghoshal, 1998).

The weak ties in the argument developed by Granovetter affirmed that these ties are more auspicious in the emergence of new ideas, and function as a bridge that gives members access to more pertinent and fresh information. As earlier studied, Granovetter's idea is on the possibility of ties between individuals belonging to dissociate social circle, while strong ties bring individuals belonging to the same circle. The weakness of the ties enables the parties to connect with different actors who sometimes have different career, training, experiences, or with heterogeneous origins (Olivier Godechot & Mariot, 2002). This heterogeneity is at the origin of precious and nonredundant information. The access to this nonredundant information facilitates creativity and innovation in the circle (O Godechot & Mariot, 2004). The variegated

structure of weak ties exposes the actors to new ideas as seen above, diverse perspectives, current information, new opportunities and the acquisition and development of new competencies (Mhlthsc, Psych, & Johani, 2017).

Under Granovetter, Burt enlarged the concept of weak ties with the notion of structural holes as antecedently probed. Indeed, his theory comes to affirm the benefit the absence of ties or the ties that links people from different circles have. He shows the importance of accessing new, original and redundant information and resources from weak ties (Plagens, 2011).

Above all, since Granovetter's first work in the US in 1973, the rich bodies of research surveys have shown the role and importance of social contact on the labor market and access to employment (Godechot & Mariot, 2002). Social relations are an integral part of the means mobilized by job seekers to access job, where they can whether obtain information or have direct contact with a potential employer. The relationships individual has with their environment that is family, friends, school, professional relations and a great number of other can be a vital element that will contribute in their access to resources which will foster their well-being. Nevertheless, as previously examined, the nature of networks differs greatly according to the socio-economic status of the members that constitute this network.

In short, taking into consideration these various above mentioned perspectives, the concept of social capital has received much attention from various researchers. The researchers have developed theories some based on the definitions of the concept, some on the types and elements that form social capital, another on the impact it has on the wellbeing of the members within the network. Most of study found that the strength of a network is determined by the resources available in this network; these resources are gained through interactions with the social environment that the social actors have. This brings us to the following interrogation: where and how a student can access, build and develop social capital?

1.2. Students' Social Capital Environment and Students' Social Capital Formation

1.2.1. Students and Their Social Capital Environment

Research concerning social capital within various fields has sufficiently demonstrated its importance for students and humans in general. However, there is an important

research on the relationship between student and its social capital, less much studies have been done to illustrate student's social capital environment, formation, and development. The purpose of this section is to better understand and explain student social capital milieu, how he forms and develop the ties within this environment.

1.2.2. Students' Social Capital Environment

Family and schools are among the most important habitat where humans in general and particularly students, acquire and build social capital. This important asset is got from childhood, and as time goes on. The main aim of this section is to understand the student's social capital environment. To do this, let first of it illustrate it using Putnam's distinction of social capital that we studied in the previous section: bonding and bridging social capital.

From childhood to maturity, an individual is called to interact and live in a milieu that impact is observed on his well-being. The family has a crucial function in forming and consorting the individual (Parcel, Dufur, & Cornell Zito, 2010). However, these children gain ground and develop themselves in a context of multiple institutions (Parcel & Dufur, 2001; Parcel et al., 2010). The family which we refer to here as bonding ties are where children are born and are a major determinant of the resources that these children have access to. As children mature, some other contexts such as schools also come to bring their contribution in forming and building them. This our study will deal with only two contexts in which student get social capital schools or universities and family. This brings us to ask this question: how are the student's school and family social capital structured and how do the node in his networks affect his well-being?

There has been considerable work done on the relationship between education and social capital. Albeit this considerable number of researchers, our focus is limited to some few that probe social capital and student education.

Assessing the impact of social capital on student outcome have been a subject highly debatable (Ardahan, 2012; Brouwer, Jansen, Flache, & Hofman, 2016; Chattopadhyay, 2014; Duplantis, 2013; Jensen & Jetten, 2015; Liou & Chang, 2008; Martin, 2009; Töremen, 2002). Another study has found that social capital, especially parents' involvement in the education of their children, contribute toward their academic

orientation (Jensen & Jetten, 2015; Martin, 2009). It is also important to note that another group of researchers has tried to see the contribution of social capital for student after his academic years for example in the search for job (Baer, 2010; Bähr & Abraham, 2016; Shipilov, Labianca, Kalnysh, & Kalnysh, 2014).

From Coleman to present day, it results out that parents are a great asset for the student (Ardahan, 2012; Coleman, 1988; Coleman & Coleman, 2011; Liu, 2010; Méda, 2002b). However, it is not always true that parents influence student performance in school. Parents may promote in-home socialization this help them to match the class expectation of school and teachers. Family social capital refers to as the bonds between parents and children is a critical element in promoting child socialization. Parents spend time and attention in monitoring and interacting with their children in a way that will help them to carry out their activities better. These activities have a significant impact on student's well-being (Parcel & Dufur, 2001).

This knot between parent and children calls us to recall Putnam's definition that we saw in the previous section that he named some elements that characterize social capital shared norms, in any human organization, there is some considerable number of rules and guidelines that affect not only the behavior it shapes but also govern their activities. It is always said that a society that has proper regulations is always productive. As social support also increases such is the outcome of the members of this society (Iyer, Kitson, & Toh, 2005).

Also, there has been some study that by using empirical evidence show that children in another context university students benefit from their social interaction (Chattopadhyay, 2014; Töremen, 2002). The connection with parents, neighbors, and other informal institutions like sharing the same place of worshipping, is found to be important element in student's academic milieu where students have to interact with peers in class or having similar extracurricular activities, and also interaction with schools' personnel (Parcel & Dufur, 2001).

The connections with school provide relevant sources of bridging social capital (Parcel et al., 2010). Adding to family ties, the investment in school social ties is useful. These ties help to explain how resources can be developed. It is demonstrated that both bridging social capital in one side that refers to relationship an actor got in school for

example with teachers, school' administrators, and also got from extracurricular activities and in the other side bonding social tie that is family and peer; they are highly vital in academic performance of students, the search for job and other well-being of the student. It is said that as a student had access to both resources parental and school resources, their achievement increase.

The student socio-economic environment impact on student's outcome has attracted the attention of a group of researchers. Nevertheless, there is a need for grouping this study in the student' diverse academic structure primary, secondary, college, and postgraduate student. It is agreed that student in their early age gain more support from their bonding ties or closed ties than when there are in college where the performances are highly determined by their bridging ties (Jensen & Jetten, 2015).

In a study conducted on the social capital profil of the student by Ardahan & Ezici (2015), it agrees that in a country where there is an equal opportunity for education the success of a student is guaranteed. It is also found that region or neighborhood, family, economy, and cultural attachment have an active role they play in the education of a society (Ardahan & Ezici, 2015). The student participation in school activities as seen above, activities such as cultural, sportive, academic, professional and clubs contribute not only in their well-being during their academic period but also is an asset they can use after their studies. Coleman has shown that family and community influences the educational attainment of children (Coleman, 1988). Here, one can observe that Coleman's consideration for family and community is vital for student building. He argues that as there exists a closure between not only the students' parents and students but also the closed contact established with their children's friends' parents with whom they share common norms, trust, information channels and even sanction that will act as a watching dog over their children.

Another classic work on student's social capital that merit acknowledgment is the work of Bourdieu. His consideration to how parents- school and parent-child relationship impact schooling can be a very vital tool that provides a framework for understanding how the dimension of class and race structure gives access to resources (Martin, 2009).

Above all, the parents' socio-economic structure, the norm in the society such access to equal education to all, and the trust established between parents and students' biosphere

are elements that point out students' social networks. This brings us to ask the following how students build their social capital.

1.2.3. Students' Social Capital Formation

“Social capital simply accumulates when people interact with each other in families, workplaces, neighborhoods, interest groups, community organizations and a range of formal and informal meeting places.” Tim Costello

Many authors treat the process of social capital formation in different perspectives (Batt, 2008; Burnett, 2006; Duplantis, 2013; Grodecki, 2017; Martin, 2009). Most of these works on the formation of social ties were whether theoretically based or empirically rooted (Kenyon, n.d.; Lin, 1999; Parcel et al., 2010; Schoenacher, 2009; Taylor, 2011). To understand how social capital is built in a student's environment, there is a need for highlighting two social capital perspectives: external and internal.

As illustrated in the previous sections, the student's social capital environment is vital to his well-being. Also, that social capital results from human relations that are built on trust, common value and the emotion of belongingness created by the social network. Nevertheless, to know people and to be in contact with them is not always synonym to social capital.

As per the important number of researches on social capital, if one is to summarize it this way, however, there is a huge number and a rapid growth in the use of the term, there has not been a common understanding of its conception, its indicators, how it is built and measure. One outstanding work is stated that there is a possibility of seeing it in two major perspectives (Cécile, 2014).

The external perspective that is when the focus is on the actor's external relationships and internal it is when the focus is on individual or group internal relationships. Internal ties can be the same as bonding ties when observed. It is built on the quality of the relationships between members of a group which can be an organization, family, and religious ties and, the general fallout to this group (Lin, 2001a). The authors who adopted this perspective have addressed the existence and impact of norms that can be implicit or explicit, shared believes, social cohesion, collective activities, and trust between the actors who may or may not facilitate their development and their well-

being. Some of these authors are Jensen & Jetten (2015); Lin (2001b); Portes (1998a); Putnam (2001).

On the other side, an external perspective that characteristic is almost like bridging ties focus mainly on the links that an individual establishes with other actors out of his group. The studies that use this perspective are interested in especially on the characteristics and dynamics of networks of a target actor with other actors and the resources mobilized through these networks. The authors that fall here are Baer (2010); Burt (2001b). These two perspectives are important angles to determine how a network structure is built and particularly how students form their various social capital in their interaction with their diverse environment.

1.3. Sources of Social Capital

1.3.1. Family as Source of Social Capital

In Coleman and Bourdieu theories, the family is used as one of the central points of their conceptions. Families are considered as key sources of social capital. These authors above to investigate the links between individuals and small groups use family. The family is a primordial organ that children access resources such as social capital. Parents investment in their children acts as security that will make the next generation of the family by bringing them important support in later life. The resources contributed by parent help in building their various capitals such as human capital that they earn through education and economic capital which can be the financial return procure when starting their career (Edwards, Franklin, & Holland, 2003).

The family is an asset that members can tap from to survive the crisis and in improving the economic status of the members. When there is disorder in this social unit, the outcome of its members depreciates (Furseth, 2008). As we will see in the structure of social capital, the value of family ties is imperative for the access of resources of its members. This is illustrated in Coleman's study where he argues that norms, networks, and relations between adults and children contribute greatly to performances (Edwards et al., 2003).

Above all, there has been an interesting body of research that has focused on the role family plays in the creation of social capital. Some of these studies have shown family is necessary to access embedded resources (Coonfield, 2012; Miracle, 2004). Others

group have demonstrated that family is the major source of bonding or strong ties (Coonfield, 2012; Davis-green, 2012; Edwards et al., 2003; Miracle, 2004; Shaltry, 2017).

The contribution of the family to the generation of social ties is also observed with other social structure such as education centers, community, and organizations.

1.3.2. School as Source of Social Capital

Schools are always credited and acknowledged of being a place where individuals invest in and work toward acquiring knowledge and skills. The knowledge and skill mostly refer to human capital. In the event of searching for this capital, the student is called to exchange and interact with the academic environment where they can build valuable relationships. These ties give them access to resources like useful information, exchange of favors, emotional support and in a certain way career pathway. These resources earn through interaction and connection is social capital (Miracle, 2004). Social capital in school milieu results from the student contact and network with faculty, staff, and belonging to religious organizations (Coonfield, 2012).

Student's memberships in social clubs, fraternities, and sororities give him the opportunity to meet with some important and influential people. These personalities' networks are large and rich. The interaction with these contracts is an asset that can be of great outcome in the short and long term. However, participation in school activities has an important impact on building and maintaining networks these students' background must be acknowledged. As we illustrated in the previous parts, building social ties is influenced by the socioeconomic status of the members. This is why in the literature there is an argument that students coming from disadvantaged groups such as poor family, urban neighborhoods, and minority groups due to the limited financial resources, lack of power, influence and social status are unable to participate in school extracurricular activities which are sources of fruitful contacts (Coonfield, 2012). These limit their connections which are sometimes small and limited to friends and family members as the result, their access to resources such as valuable information is limited.

Furthermore, the nature and status of the school have a remarkable role it plays in building student social capital. It ascertained that students who are in elite schools have a more extensive social capital. The academic performances and access to the job

market after their graduation is more significant when looking at the student coming from the public schools. The elite schools provide the student with good resources such as the school goodwill, quality teachers, facilities and extracurricular activities that enable the student to build not only skill but also building networks which provide him with prestigious credentials (Coonfield, 2012). It is also noted that individuals coming from low socioeconomic status use their education to succeed. Meanwhile, those from the upper status use their social capital (Coonfield, 2012).

It is widely said that students after their graduation use their contacts to get information and even job. They use not only their close contacts or bonding social capital such as family members but also call on their bridging ties such the academic personnel, alumni, career services, fraternities and sororities' networks to access these resources (Coonfield, 2012).

Research shows that weak ties are more useful than strong ties when searching for new resources such as new information and job. They provide the nodes with valuable information and opportunities (Ellison, Steinfield, et al., 2007).

To strengthen this bridging tie, the actors in an identified network can welcome new members such new students in a school club or new neighbor in the locality. This tip can also be accompanied by helping and assisting someone you know from different group get into activities you are part of. Volunteer the area of interest is also an asset in erecting bridging ties. To illustrate the above-mentioned points, let take the example of the study on how refugees use their social capital for successful labor market integration and finding institutions or universities to further with their studies in Germany. This study with the help of interview granted to 86 Syrian refugees shows that different types of social capital provide different types of support to refugee during refugee during the labor market integration process. As mentioned above, the actors in a stated network do welcome new members in their group in line with this case of refugees in their integration process make used of the already integrated migrants' network to integrate for example the labor market or further with their studies. The support through vertical and horizontal bonding or bridging social capital is different. Vertical bridging social capital is found to be a source of securing adequate employment, while horizontal bonding social capital often leads to low-skilled employment (Gericke, 2017).

The development of student's networks can also be observed through student interaction and participation in external activities such as the industrial attachment. The pre-service activity is a tool for developing and sustaining social capital. In many countries around the World, before or after graduation student to access and start a career must perform some services. This can be the example of countries such Turkey with military services for male and Nigeria with its national youth service. During this period, the intern or the concerned student develop ties. One of the studies that have focused on how pre-service activities can be a milieu of building social ties is a study conducted on pre-service teacher's development of bridging and bonding ties. To illustrate this an online survey was carried out on juniors, seniors, and interns in a college of education. The result of this survey shows that student and teachers make use of formal and informal networks in developing their social capital (Shaltry, 2017).

Furthermore, student benefits from the collaboration between school or university partners. The partnership between university and administrators, companies, and other stakeholders be a useful tool used by students to erect their networks. These networks can be an asset that will enable them to achieve some of their needs. University can use the partnership to enhance social capital. Raymond found in a study that university partnerships create an environment for building trust, sharing knowledge, and increasing bridging social capital. This has benefit for the stakeholders (Hines, 2008).

In sum, school alone is unable to solve some crucial challenges in a society like a change in family structure and values, the economic climate, social pressure and community development (Hines, 2008). The sustainable partnerships with stakeholders are one of the tool school, and society can be to attain its multiple mission and objectives.

1.3.3. Community as Sources of Social Capital

Hanifan (1920) saw social capital as an investment in the community, fellowship, goodwill, mutual sympathy and social intercourse among a group of individuals. This investment in the community demonstrates the creation of network through community participation. The accumulation of this resource is possible when there are contact and exchange among the members of the community. This exchange generates a spirit of reciprocity and trust.

Within the social capital research, community and organization occupy an essential place in term of social capital and networks development. Some authors such Lin use the degree of connectedness and engagement in voluntary organizations to reflect the existence of social capital in a community (Requena, 2015). There exists a bundle of activities in the community that enable the individuals to build strong or weak ties.

Some of the community activities that enable members to connect themselves is sport and leisure. In a study on building social capital, the example of polish football supporters used to investigate. The authors try to understand and describe the mechanisms for generating social capital in the group. Based on a qualitative approach, it results by the use of various methods to analyze the data such as ethnography, participant observation, and interviews that the form of social capital as we have seen with Coleman's theory (appropriate social organization, obligation and expectation, norms and sanction, and information channels) and also some internal factors such as ideology, closure and stability play a crucial role in facilitating the creation and maintenance of social ties within the polish football supporters (Grodecki, 2017).

To boot, social capital in the form of networks and trust can emanate from a group of people who share common vision for the well-being of their community. This can be the example of pressure groups, sports clubs, political clubs and some religious organization. Putnam (1996) and Fukuyama (2000) to elucidate how social capital can be measured in society used the number of groups and the memberships in groups. Pressure group such as the labor union plays a critical function in improving the wellbeing of the member as it commonly said solidarity is a strength. This group constitutes a form social capital.

State or local authority also contribute to the creation of individuals social capital., However, the state has little control over social capital, to increase the outcome and wellbeing of the society, states have policies that indirectly contribute in emanating and creating social ties among the citizens. These ties are observed in religious circle, traditional bodies, shared culture and other structure where government' control is observed. With the adverse effects, these human organization can have on the society the state turn to set an eye on how these institutions operate.

Government can thus generate social capital in the field of education. As seen previously, education is a space where individuals earn not only the skill and knowledge but also a place where one can create ties which give them access to various resources. Government put policies that facilitate the acquisition of these resources. For example, making it imperative on every learning institution to teach civic and moral education. This education not only helps in building 'l esprit de corps' among the future elite like doctors but also enable the government to fight social ailments (Chattopadhyay, 2014).

By providing public goods like property rights and public safety, the government indirectly promote socialization. People in the absence of peace cannot come together for common interests. In the presence of suitable social infrastructure and facilities, the interaction among people become apparent, and this creates a sense of trust and reciprocity which lead to prosperity of the society.

As above mentioned, one place in a community where social capital can be developed is the religious circle. Coleman in search for an answer to whether congregations are the only vehicle by which religion generates social capital in the US; reviewed many Works that concluded that religion contributes to democracy is observed through communitarian visions and civic skills (Burnett, 2006). Religion is an important engine that fosters and promotes cooperation and assistance among members. For example, the religion of Islam is known for the mutual assistance among the fellows as one its principle calls for those who have abundant resources to give a specific rate of it to the needy. A study on the relationship between social capital and immigrant religion in the USA. It is found that at Islamic centers for example in the Bronx, routine activities there include a blood drive and help to connect members with city social services (Furseth, 2008).

Religion contribution to the development of social capital is sine qua non not only in fostering the bond that already exists among the members but enables the members to bridge this give them access to other useful resources like information that can assist them in mobilizing substances.

Before winding up on the various sources of social capital, there is an immense need of acknowledging the contribution of globalization in the creation of networks. As Fukuyama in a conference paper prepared for IMF illustrated in 1999, one of the

sources of social capital in developing countries is globalization. It is argued that globalization has eased the circulation and exchange of capital, skill, technology, information and has reduced the barriers that hinder human interaction. One of the very important tools of globalization that has eased the coming together of people is the birth and spread of communication channels such as social media. These channels bring people from different structures to exchange together in order to achieve common goals and objectives. Examining the relationship between use of Facebook a popular online social network site, 286 undergraduates were part of a survey, and it results that there is a healthy relationship between Facebook and type of social capital. The strongest relationship is bridging social capital (Ellison, Lampe, & Steinfiel, 2007). Social networks sites play an incomparable function in the creation of social ties. They allow individuals to articulate their social networks and establish or maintain connection with others (Ellison, Lampe, et al., 2007). These connections can impact the behavior, the resources and the plans of people involved.

2.3.4. Conclusion

To sum up, the individual's social capital exhale from the various structure as above mentioned. These structures facilitate the access to resources and the creation of networks among the members. Social capital as seen refers primarily to resources accessed in social networks (Davis-Green, 2012). One of the paramount works carried out on the nature, structure, and function of the network is 'the strength of weak ties' of Granovetter as we have previously covered in the theories. This theories and other theories such Bourdieu, Coleman and Putnam are indispensable in understanding social capital environment, formation, and development as above observed. These theories help to examine the benefit that networking has on the individuals and collectivities. Giving the place these authors' works occupies in the social capital literature, particularly the accent they put on the access to resources such as job through a connection; they will act as the guidelines to access the relationship between social capital and career orientation and planning.

PART TWO: SOCIAL CAPITAL AND CAREER PLANNING

2.1. An Overview of Social Capital and Career Planning

Networking or social network concept is an area that have had multiple conception due to its use. It is a great source of social capital that is it is the process of building and maintaining relationships which can impact one career development and planning for example. Career planning is considered as the process of setting objectives and strategies on how to accomplish them. The purpose of this segment will be to scrutinize the social capital and career literatures. This will enable us to establish the link between social capital and career development. Our first section consists on identifying the various career theories which are related to career planning, the next section covers the social cognitive career theory which enable us to identify some important variable such social support and self-efficacy and we close the section with the potential impact of these variables on career planning put differently as social network and career planning.

2.1.1. Career Theories

With the higher impact of globalization, individuals are called to face various challenges. Some of these issues affect an array of human activities. In the event of finding out a solution to face these defies, some researchers such as those concerned with vocational and career-related topics works are noteworthy.

Career and vocational studies have been in place for more than a century. These studies are motivated by the need of overcoming threats such as the countries endeavor to deal with employment problems and the individual search for life through work integration (Yuen et al., n.d.).

One of these works is the theory concerned with career development and construction. The study of Savickas (2013) which focus is on career construction is an extension of Super's theory which we will cover in the next section, posits that individuals career development is throughout their life-span. According to him, from adolescent throughout adulthood is an exploration phase in the process of improving one's career. Exploration enables the individuals to make the decision based on the available opportunities about their education and career.

The theory of work adjustment which seeks to explain career development and satisfaction through person-environment adaptation. It acts as career guidance to locate the potential opportunity to integrate career World (Leung, 2008). Career adaptability is a composition of career in breadth (see Super below), planning, decision making and confidence to achieve one's goals. This theory enables us to understand how youth make the transition from school to work which is called exploration stage by Super.

Krumboltz and Super's various theories are some of the works that try to assess the influence of time factor in the process of human changes. For Super, time is essential when planning one career. Krumboltz sees that planning is not always crucial because the unplanned event could lead to good careers (Rogers, Creed, & Ian Glendon, 2008). Super's life stage developmental framework is consisting of growth, exploration, establishment, maintenance, and disengagement. To each stage is attached a specific age range and task. For example, the exploration stage is between 15 to 24 years. At this stage, adolescent must cope with education, vocational skill development, self- efficacy building and pursue career goal. One can see that at this stage there is an intervention of some factors such environment. As we have seen with Putnam, Coleman, and Bourdieu the society we live in is essentials in the process of achieving one's goal.

Similarly, to this theory, Holland's theory is also concerned with person-environment congruence perspective.

Furthermore, some theories such as Holland's which idea states that careers are determined by individual interaction with himself and the environment he lives. He pointed out that people want to work with people they have common traits. The study shows that people and environment have a vital part in determining the career choice. This theory group people into six categories known as the RIASEC standing for realistic, investigative, artistic, social, enterprising, and conventional. This theory was originally designed for the USA vocational needs, but today it has a global used (Leung, 2008).

In an assessment of the international used of Holland theory, Bullock, Andrews, Braud, & Reardon (2006) found that RIASEC is widely applicable in the career literature. These assessment tools are used throughout the World in determining the function of environment and people around us on one career pathway. These works show that

understanding the hexagon theory is vital in career development and career choice which varies depending on the circumstances such as the environment as previously observed, unemployment rates, socioeconomic status, culture and school-to-work transition period. The theory is not only crucial for vocational need but also as a tool for counseling (Bullock et al., 2006). Internationalization of career counseling discussion is gaining ground in career studies (Valk, van Engen, & van der Velde, 2014), 2014). Holland's contribution remains one of the major works used to illustrate these searches. Despite the criticism of some scholars (Savickas (2013)), Holland's works help scholars to understand the role and function of the environment, and people on career and vocational interest.

In short, Holland's theory is based on certain assumptions grouped into four. These assumptions show how career interest are developed. The first assumption as we have seen above consists of classifying people into six types known as RIASEC. The second states that environments are also categorized based on the first assumption which are six types. The third shows that individuals tend to choose environments that fit with their personality (RIASEC). The last assumption illustrates the value of one's personality being compatible with his habitat. Holland's four assumptions have proven that people are always influenced by their personality which in turn is a product of the environment and people around us.

Additionally, to the theory mentioned above, Parson's work must be taken into consideration to understanding how one can tally career to talent, skills, and personality. He argues that when an individual or people understand themselves that is: aptitudes, interest, and personal abilities, have knowledge of the jobs market and are logical in their behavior toward their abilities and job market needs, their occupational achievement will be obtained (Deborah, 2014). These theories commonly see the importance of personal counseling (person assessing himself by doing SWOT analysis for example of him) in career search and integration.

Parson's work contributes greatly in the process of career counseling among the countless theories of career. He highlights the importance of society and environment along with the personal characteristics such as gender, age, ability, skill, personality, beliefs and a good number of other factors in molding one's career choice. He shows

that the interaction with oneself and the environmental factor like geographical location, political orientation, historical trends and socio-economic status as we saw with the social capital theories are vital in the process of career orientation.

Overall, these array of theories on career have shown the importance of self-assessment and the environmental variable on the career orientation, counseling, and career development. However, these theories are occupying an irrevocable place in career theories, some have been used to study a stated culture, discipline or region few, studies have been concerned with the international use of these theories. Among these theories, social cognitive career theory' variables which is the subject of our next section have attracted our concern because of the multitude use by other in examine the relationship between the variable used in the theory and career outcome, exploration, construction and development in which career planning is a key ingredient as above mentioned (R. Lent, Brown, & Hackett, 2000; Rogers & Creed, 2011; Rogers, Creed, & Glendon, 2008; Thompson & Dahling, 2012; Zikic & Saks, 2009).

2.1.2. Social Cognitive Career Theory

Similarly, to some of the career theories, we have seen overhead, social cognitive career theory is interested in the role environment, personality and some contextual variable play in the event of career development. As the literature show that significant career development takes place during adolescence (Joseph, 2008). As Super explains, adolescents start to clarify their career identity, develop awareness of vocational interest, and undertake some career-related tasks at the exploration phase. Lent with social cognitive career theory adapted from Bandura, (1999) posits that a variety of personal, environmental and behavioral variables impact the career choice process of adolescent in particular and individuals in general (R. W. Lent, Brown, & Hackett, 2002).

Social cognitive career theory (SCCT) variables such as; self-efficacy which can be understood as beliefs about capacity to organize and execute courses of action is vital in promoting outcome expectations. It reinforces and foster career interest and the intention to engage in a certain activity. In addition to self-efficacy, SCCT posits that career choice behavior are also influenced by contextual variables such as supports which individuals win from the environment around him as previously illustrated the

people with whom we share common value and interest are an important asset we named social capital. This support can result from the interaction with the people we know and are close to us and those who are not in our circle, but we share some interest. This array of support or social capital are crucial in shaping one career decision and choice (R. Lent et al., 2000).

Rogers and friends in their inquiries into the adolescent career planning and exploration using the SCCT after a cross-sectional test on 631 high school students of grade 10-12, found that self-efficacy and contextual variables such as family support have a strong effect on career planning. It results that some individuals that experience anxiety or anger, for example, are more sensitive to the environmental factors and this can act as a barrier in the process of career planning (Rogers et al., 2008).

On that account, SCCT can be utilized as a framework to examine career development by investigating the influence of its three major variables: self-efficacy, outcome expectation and contextual variable on career planning.

Before going further, there is a need of making justice by putting lighter on the concept of career planning. As seen before, career planning is associated with career development process. It is also associated with career decision. This can be understood as a plan whereby the individual set his short and long-term career goals and action; he can take to reach them. For example, a student career planning can be what class to take, which activities to overtake, research to perform, and an internship to do which will help him in integrating the career world. This is to say, planning one career is made of stages such as identifying one career option, here, the individuals through self-efficacy and self-assessment develop a refined list of career options which match his interest, skill, and values. Student, as seen above for example in this step, can review career information, research companies and take professionalization courses to raise his awareness of the undertaken career path (Walls, 2012).

Furthermore, in the process of career planning, individual must prioritize some career. After listing the career, the next step should be to put priority on the career that best fit their interest and skill. Holland's theory can be a tool for example to counselor to help match the skills, personality, and career. Here, he should find the answer to some question like what are my top skills. What interest me most? What is most important to

me? Answering this will help him in tallying his interest, skill, and value with the career taking into consideration the interaction with the environment like asking for family guidance or career advisor for help and assistance.

Additional to the two steps mentioned above, there are other step to take into consideration when setting one career plan like making a comparison, consider other factors such as the current demand in the market; what additional study and skill are required to integrate the intended field, making a choice is also an important stage in the event of career planning. More to the list is set SMART goals, create an action plan and meet with advisor. These steps help in identifying one career and in making a decision to achieve one goals by putting down strategies and tactics (Auburn, 2010).

To summarize, personal input such as gender, self-assessment and self-efficacy are important components of career choice theories (Bullock et al., 2006)). The studies have shown that openness and conscientiousness impact the decision to overtake a career. Self-efficacy, support gain which we called contextual variable affect the career choice and planning process (Rogers & Creed, 2011). However, the theories on career such as Supper's theory have shown the importance of personality, demographic variable such gender and environment on the process of career development, research that looks at the career planning are few in general and using the SCCT framework. Some of the studies have illustrated that career support is vital in career exploration and planning. For example, like what we have seen with the social capital theories, parent and teacher play a major role in building human capital which in turn enable the children to build the career aspiration and exploration (Claridge, 2004). As Holland said people turn to work with those with whom there are identical or having same perception and vision. This prove how much people are influenced in their decision making by the external forces such as the environment and, also their personal characteristic such as self-efficacy.

2.2. Networking and Career Planning

Reflection on the links between networks or social capital and career is not new. As we have seen in the case of Granovetter, Lin, and Burt; where they Show that personal ties were the main instrument to get a job. Granovetter found that far ahead of more traditional methods such as the answer to announcements or unsolicited applications, using personal relationships were more efficient in the job search. According to him, the

information is more likely to pass through personal contacts than through the mass media which are more impersonal (Granovetter, 1973).

Furthermore, social capital as an essential asset that yields greater outcome for future benefits can be used to obtain other valuable resources. As noted in Bourdieu's works, social capital can be complementary to other capital. It enables individuals to access to support, advice, information and a good number of other valuables.

Social involvement is likely to develop a more social network. Thus, this can enhance the resources or social capital. Career success is one of the outcomes of the network. Many studies have tried to find the link between career success and networks (Ganiron, 2013; Gericke, 2017; Hendrickson et al., 2011). The career success is not only linked to the knowledge and skills that individuals have but also are linked to the connection they have. It is found that network has a positive impact on individual and companies' outcomes (Lins, Servaes & Tamayo, 2017). Furthermore, people use their knowing-whom which is one of the three elements that characterize career with the two others knowing-why and knowing-how to integrate the job markets. Networking as seen in the case of social capital development has emerged as one of the primary ways to access valuable resources. The process of connecting with individuals who can introduce one to new opportunities can be a helpful tool in the process of career planning. It provides the member with a better understanding of various careers and information that can assist to land job. Here come the Holland's assumptions one and two which shows environment impact one decision.

The expansion of one network of contacts give access to a range of potential resources such as advice and support. The resources are vital in career planning, it gives information about the role, the way to the profession and the challenges of the concerned sector (Shipilov et al., 2014). Also, network enables the nodes to be alert of potential employers, and this makes the member develop confidence and gets knowledge on the employment and the sector. Confidence developed by individuals or one perception of himself characterized by self-efficacy belief can be also a tool to illustrate and understand social network which represent the immediate environment in which individual are embedded. Therefore, have a significant influence on individual's ways of life, choice and personality or behavior. Student, for example, can access

information, support and important resources from their environment as we have seen under the social capital theories. The network does not only assist the individual in accessing resources but also is paramount in capacity building.

Self-efficacy which is a very crucial tool in SCCT as above seen is one of several personality traits. These traits contribute to the accomplishment of individual's task. As Bandura put it; person's conscious belief in his or her capacity of successfully execute a task (Bandura, 1999). He added that people with strong self-efficacy higher sense of self-efficacy are committed to achieve their goals. In a study carries out on the relationship between networking, entrepreneurial self-efficacy and firm growth of Slovenian companies DeNoble and friends show that entrepreneur enhance self-efficacy through network support, and this contribute to the growth and performance of firms (Bratkovič, Antončič, & DeNoble, 2012). Some other study has shown that self-efficacy can impact individual's choice (R. Lent et al., 2000). Chan establishing the ties among social support, career self-efficacy, career exploration, and career choices of Taiwanese college indicates that there is a positive correlation among these variables (Chan, 2017). These studies enable us to see that social support is positively associated with one belief about his ability in achieving one's goal like career planning. The interaction with peers, parents, coaches, teachers and other social support gained enhance the confidence which is an important ingredient to self-efficacy development. Interaction with adults for example is a key channel through which child develops emotional and social control and these become enable them to be aware of themselves and be attentive and effective learner of themselves (Halpern, 2005). The self-efficacy is an asset in the capacity of handling problems. This can be the reason why Rogers and Peer found that when adolescents face by the decision to continue studies or begin career after graduation, the support from parents and teachers affect positively their career choice (Rogers & Creed, 2011).

Overall, self-efficacy has received much attention when it comes to illustrate career exploration development. These studies found that there is a significant positive correlation between self-efficacy and career choices (Chan, 2017). These studies emphasize congruence between personal characteristics; such as the interest they have for the job, their ability, and personality; and career orientation. These factors are essentials in the prediction of job choice and integration (R. W. Lent, Ireland, Penn,

Morris, & Sappington, 2017). Rogers and colleagues in their assessment of the role of personality in adolescent career planning and exploration with the help of SCCT found that career exploration was associated to goals and social supports. Meanwhile career planning was mostly associated with self-efficacy (Rogers & Creed, 2011). They have found that there is a significant relationship between career planning and self-efficacy. They have also indicated that social support is vital in the process of career planning. The level of planning is higher when social support is higher. As a result of all these one can see that social support is not only important in personality building but also it is a vital tool to be used in order to achieve goals and objectives. The support from the family for example as indicated by Holland is one of the antecedents that influence career choice (Edwards et al., 2003). The decision to attend college as above seen of freshers as examples are motivated by family encouragement or status. Important studies affirm that having higher expectations and believing in oneself have a very substantial positive effect on the outcome and performance of individuals (Miracle, 2004). However, this encouragement raised from the family or other close network acts as a dynamo that motivates them to access jobs and other important resources, some other study found that the lack of opportunity, gender, ethnic, and the lack of ability such as self-awareness or self-efficacy can be a barrier to their decision-making actions and objectives. To overcome these barriers, the concerned individuals as we have seen under social capital formation can make use of their bridging ties. In a study carried out on Indian women who decided to pursue careers abroad, the authors found they are motivated by the encouragement received from their families who believe that it will be an elevator to their status; also, they found that these ladies have a strong self-motivation to pursue opportunities on the other side of the world. They believe that it will provide them with new skills and knowledge (Valk et al., 2014)

Self-efficacy beliefs and other SCCT variables such as support from the environment or network affect individuals' decision-making processes and choices. These findings from the previous study also show the relationship among personality, goals, and planning varies under various circumstances. Parents, teachers, and counselors, for example, facilitate career development which we saw that it is the process of gaining skills, experiences, and education to achieve career objectives in the case of students on how to put strategies and objectives to land a job.

2.3. Conclusion

Above all, the aims of this section were to establish the link between social capital and career planning. To achieve this, a study on the previous study help us to examine some important component and theories such as the career theories. These theories have help to establish the link between these above variables. One of these theories that drew our attention was the SCCT with it variable such social support and self-efficacy we come to realize that for more than three decades, the social capital literature has been inclined toward the used of personal contacts in the job search process. According to Lin, information about jobs can flow in networks (Lin, 2000). In an attempt to revisit social capital, and getting job Dylan, (2016 with the help of survey conducted on adults age between 21-64, demonstrate that mobilization of social capital is widespread in the labor market. He found that 69% of the targeted population got their job with the help of social capital. Dan's inquiry confirms that social capital is vital in labor market (Coonfield, 2012).

When searching for a job, individuals do not just showcase their resources earned (education, experience, physical skills etc...); they also use their social relationship and personality to maximize the likelihood of achieving a better job. However, as we have seen above, many researchers and studies have spent all the necessary resources and energy to establish the link between our social ties and career, just a minute of them tries to deal in detail with the career component such as career planning which an important step the process of career development and exploration. Establishing the relationship between our whom we know, and our career planning become a priority therefore in the next section of our study we are going to see in which way the people we know, or we have ties with others and the why behind that the motivation one can impact our decision to undertake an international career in other words, what is the impact of social capital and other SCCT variables on international career planning. With the help of the various theories and studies we have found and sum up above some related to social capital and its variables, and the others on career, an inquiry will be done to establish the nexus.

PART THREE: METHODOLOGY

3.1. Introduction

This chapter describes the methodology used in this study to examine the influence of independent variables that is family capital, peer capital, faculty capital, community capital, self-efficacy, gender, and the dependent variable which is the intention to pursue an international career. This section begins with an overview of the purpose of the research, the research questions, the study hypotheses and conceptual model, followed by a description of the sample studied, then the data collection procedures, data analysis and concluded with an examination of the limitation inherent in the study method and a brief summary of the chapter.

3.2. Research Purpose and Research Questions

The purpose of this study is to examine if a significant positive correlation exists between students' social capital, self-efficacy and international career intention of Business school undergraduates. To achieve these objectives, the following questions are used to guide this study:

Do families have an impact in undergraduate student intention to pursue an international career? Do peers have an impact on student intention to have an international career?

Do faculty staffs (academic and non-academic staff of faculty) have impact in the process of student decision to overtake an international career?

Does the community impact the student decision to pursue an international career?

What is the role played by student self-efficacy in his decision to pursue an international career?

3.3. Conceptual Model and Hypothesizes Development

The assessment of both career and social capital theories and literature has enabled us to see the influence of environmental factors such as the case of Holland and Super's theories, and the cognitive factors such as self-efficacy in SCCT on individual's capacity to cope with daily challenges they face. Based on these different doctrines and study, the following problem draws our attention: to what extent and how do different dimensions of social capital that are family, peer, faculty and community or in other

words students' bridging and bonding social capital and his self-efficacy influence their international career planning?

The career decision -making self-efficacy is a tool built on five career competencies: self-appraisal, gathering occupational information, goal selection, planning for the future and problem-solving. These competencies are vital in the process of career planning and exploration. These elements and the SCCT variables are highly relevant in predicting the career of a given populace. The tenet of these theories as observed is personal inputs which are demographic variables such as sex, age, personality, and contextual inputs such as supports from peer, family and faculty. Taking into consideration the above SCCT which posits that self-efficacy or one belief about his competency to overcome a specific task. This belief influences the choices made by individuals. It is agreed that individuals who have more self-efficacy on a specific domain will develop more interest in that domain. This is to say an individual with higher career decision-making self-efficacy is associated with higher career exploration and planning (Rogers & Creed, 2011). Isik, (2010), in his study on career decision making self-efficacy among Turkish undergraduate students demonstrated that self-efficacy was significantly associated with career planning of these students. These bring us to predict the below:

“Students with a higher career self- efficacy would be having a higher international career planning, and this is supported with the contextual variables such as demographic variable and supports.”

The social cognitive career theory as seen is democratic among researchers in career development literature. It assists in understanding the influence of cognitive factors and some external variables such as the level of education of a student, age, culture, and in certain extend the rules or norms in the society, on individuals' career. Isik (2010), in his assessment, found that age differences and student level of education affect their goal selection, planning, self-appraisal and access to occupational information significantly. He posits that the older and the higher the level of a student, the more he set goals, plans, assesses himself and access useful information. Additionally, Miesch (2011), in an investigation of the background and contextual variables related to career decision- making self-efficacy and vocational outcomes expectations for college women

with learning with disabilities after an in-depth study on 136 college women with disabilities. He found that personal input that he measures with the GPA and contextual input measure with the help of parent level of education perceived barriers and perceived supports predict the career decision-making of these undergraduate students. In addition to these variables, work experiences like internship, seminars, are some, valuable input that helps to determine the influence of contextual variables on students' career planning. These variables make us foresee the suite:

“Person input, demographic variables and contextual input such as work experience stimulate undergraduates' students' aspiration to undertake an international career venture.”

The SCCT postulates that; encouragement and support from others are one of the leading learning experiences by which individuals develop efficacy and achieve goals. The efficacy built from the environment builds confidence in student decision-making. Thus,

“Social persuasion and support from the student social milieu would provide a significant learning source to increase career decision and aspiration.”

As we have observed in the theoretical perspective of this study social capital of students is grouped into family capital or support, faculty capital, peer capital and community capital. Parents or family role is vital in determining students' outcomes and performance. However, this relationship supports the student to cope with challenges, and land opportunities, when these students change environment such as going to university in a different area away from their parents the role and tie with parents turn to depreciate. This wear and tear of student attachment to his bonding capital motivate him to adapt by creating new ties with the new environment. These new networks are paramount in student achievement and performance.

Nevertheless, parents' financial support remains valuable. Hence, the degradation of ties between students and parents is observed when student changes milieu, the support from family remain essential. It assists them in mobilizing further social ties which in turn give them access to vital information and resources. As a result of these, the following is the forecast:

“The support from parents influences the capacity of students to develop new ties and person input which in turn is paramount in accessing information and opportunities which would lead them to plan and undertake an international career voyage.”

Faculty capital becomes increasingly important during adolescence. The support from the faculty in the form of advice, information, feedbacks and motivation, and also skills development is found to be beneficial in helping the student to achieve not only academically but also to plan for their future job. Data from the literature have shown that in the absence of a supportive home environment, a positive school environment will help them erect their self-efficacy and overcome challenges. These supports school is compensatory to the family support. As previously seen the depreciation of family support give door to other options which in turn changes over time. As a result, we hypothesize that:

“The students get advice, develop skills, and acquire guidance, information and useful feedback from their educators. These enable them in planning for their future job. In short, the faculty support would be vital for students’ international career opening and aspirations.”

Parents’ support and faculty support affect the adolescent know-how by amplifying planning for future education and occupation. Attach to these supports, student interaction with fellows which increase as time goes on. Students magnify ties among them to cope with everyday challenges. These supports from the peer are important for example in helping them adjust to the university settings and achieve excellent outcomes.

Faculty support is a locomotive in the development of peer capital teachers’ encouragement for example group work, clubs, and exchange of idea among students increase the level of ties among these students. As a result, they nurture trust, and confidence which help them in overcoming daily and future threats. We predict that:

Peer support by collaborating, seeking advice, and interacting expose students to capacity in dealing with the challenges they come across. These capacities would impact their decision to undertake a journey across borders for employment.

Also, it is vital to acknowledge the yield an adolescent procure from the environment they dwell in and demographic factors. This can be from the government policies, the foreseen opportunity in another part of the World and the barrier in the home country. The community have a significant impact on adolescent behavior. This makes us predict the following:

“The adolescent’s community that is the system in place, the economic status, and the Catholic land foresee opportunity motivate them to plan and develop an international job aspiration and desire.”

Also, there is a need to consider the input of demographic factors such as gender in the career development and career decision-making self-efficacy. As the previous study and theories like Holland’s theory posit the demographic variables are vital in the behavior development and decision of individuals. Based on this, we predict that:

There is a difference between female and male students’ international career development and decision making.

Above all, the above prediction of the possible influence of person input, environment and contextual variable on a career plan can be represented as below:

H1: Self-efficacy has a mediating role in the relationship between family social capital (FSC) and student desire to pursue an international career.

H2: Self-efficacy has a mediating role in the relationship between peers and student desire to pursue an international career.

H3: Self-efficacy has a mediating role in the relationship between faculty staffs and student desire to pursue an international career.

H4: Self-efficacy has an intermediary role in the relationship between community capital and student desire to pursue an international career.

H5: There is a significant and positive relationship between Self-Efficacy and student desire to pursue an international career.

H6: There is a significant relationship between gender and the willingness to pursue an international career. Based on the above literature, the hypotheses, and the research questions the following model was constructed:

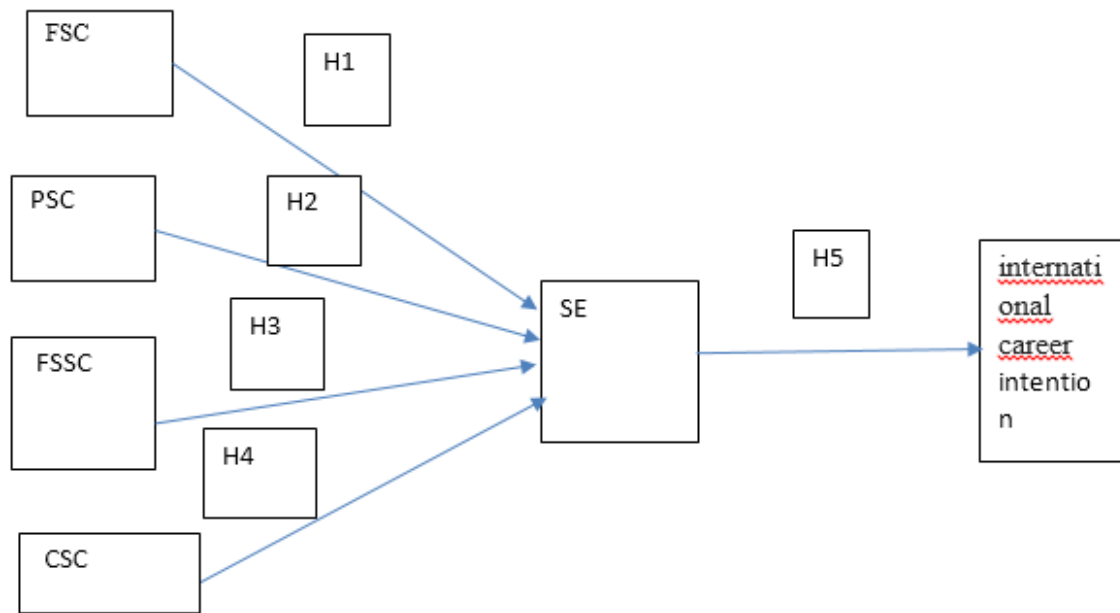


Figure 1: Diagrammatic representation of predicted influence of social capital on self-efficacy international career intention

3.4. Population and Sampling

The work was conducted in the 2018-2019 academic year and respondents were recruited from the Business school at Sakarya University. This School is made up of five departments: the department of international trade, Business management, Human resource management, management information system, and Health management. These departments and students were selected because of the professional-oriented system of the school and the rate of these departments' students who have an interest or have participated to various exchange program (Erasmus, and Work and travel). This study was carried out on a sample of 497 students. Table one gives frequency of student per department, level, and gender.

Table 1
Demographic Variable

level	Level 1		Level 2		Level 3		Level 4		Extending	
	F	M	F	M	F	M	F	M	F	M
International trade	15	19	18	22	19	29	2	4	0	5
Management information system	1	0	12	10	2	0	1	0	0	0
Health Management	2	0	38	11	35	4	7	2	1	1
Human Resource Management	18	6	26	5	27	9	23	9	2	0
Business Management	21	29	2	4	20	6	15	8	0	7
Total	57	54	96	52	103	48	48	23	3	13

The department of international trade has the highest number of participants 26.8% of the population. Gender ratio of respondents was 61.8% female and 38.2% male students. This table shows that the highest rate of respondents came from the third-year student with 30.4%, followed by level two student with 29.8% and then level one 22.3% and 14.3 for the fourth-year students. These can be explained by the low rate of return received from level one and four.

Table 2
Date of Birth

Year	Frequency	Percent %	Valid Percent	Cumulative Percent
1975	1	,2	,2	,2
1993	6	1,2	1,2	1,4
1994	14	2,8	2,8	4,3
1995	19	3,8	3,9	8,1
1996	52	10,5	10,6	18,7
1997	96	19,3	19,5	38,2
1998	167	33,6	33,9	72,2
1999	101	20,3	20,5	92,7
2000	36	7,2	7,3	100,0
Total	492	99,0	100,0	
Missing	99	5	1,0	
Total	497	100,0		

These students were mostly between the ages of 18-26 years with one student who was at his 40's. Most of the studied population was born in 1998 and 1999 with 33.6% and 20.3% respectively.

3.5. Procedure

Quantitative research was used to conduct this study. This quantitative approach helped us to prevent bias in data collection. A self-administered survey questionnaire was developed and used as the principal data collection tool for this study, this was mainly for establishing the consistency and applicability of prior research. Additionally, it was for making sure that important factors that have the potential to influence the decision process are not ignored for writing valid content items for the survey. The concepts of interest were examined in greatest part by evaluating statements on the Likert scale. This method enables a better understanding of the constructs and provides better

reliability compared to one-item evaluations (Vuković, Kedmenec, Postolov, Jovanovski, & Korent, 2017). Before carrying out the research properly a sample of 50 students from level four of the international trade departments were used to check the reliability of the survey questions and the variables. Based on the result obtained which was significant, the decision to further with the research was taken.

This survey as seen in the above table started with a section on demographic information. The respondents were asked: their year of birth; this would enable us to determine first the role play by age in career intention of an undergraduate student, and their self-efficacy; their gender was also mentioned. Gender would help in seeing if there is any difference between the female international career intention and the male students own. The students were also asked to mention their level and department the aim here was to see if as the student level of study increase, they would significantly impact on their self-efficacy and their intention to pursue an international career. Another part of the survey asked participants question related to their parents and the number of siblings. The purpose was to see if parents' education, status and number of siblings impact the participants' level of self-efficacy and their intention to have an international career.

Furthermore, participants were asked if they are members of any civil society group or club and how often they benefit or participate in the programs of these organizations. This section helped in establishing the relationship student's participation in clubbing activities have on his self-efficacy level and the impact these group may have on their career orientation. Part of these questions was categorized into nominal value 1,2,3,4 and above.

For the section related to social capital, self-efficacy, and international career, the questions were grouped into four parts. The first part with four questions dealt with family support in other words family capital. These questions capitalized on the role family play in students' self-efficacy development and their international career planning process. The next part with seven sub-questions on peer support tried to see in which level peer impact the student's career intention and self-efficacy. The following section has two questions on faculty staff support. The aim of this section is to examine at what level do they impact students career orientation and self-efficacy.

All these questions were asked in the Turkish language. After these questions were approved by the university related institution and the research supervisor, the class sessions were identified. Mails were sent by first the research supervisor, and then by the researcher to the lecturers which classes were selected for the study. With positive feedback got from most of these lecturers, the researcher past through all these classes explaining first the purpose of the study to the participants and invited them to collaborate in carrying out the task.

The data was collected during normal regular class section. The students used an average of 12 minutes to fill the survey question. These students were asked to protect their own privacy and confidentiality by not mentioning information which could identify them. Additionally, the participants were told that the participation was voluntary.

In exchange for the students' participation, the researcher graciously extended his recognition and thanked the lecturers and the students. After the collection, the data was kept in a secured place.

3.6. Data Analysis

After the data was collected and kept secured, it was first stored into excel sheets then it was uploaded into PROCESS procedure for SPSS version 20 (Hayes, 2013). The coded and transposed data was ready for analysis. This has enabled to ensure that the appropriate variable was accurately entered. A factor analysis was used to extract the data and grouped them. Correlation analysis was done on the information got from the factor analyzed data. This has helped in establishing the relationship which exists between our independent variables and our dependent variable.

Factor analysis is used to investigate the origin of the relationship between variables, to present the data in a more meaningful and abstract way, to collect the variables with a common feature under a factor and whether the scale shows a structure appropriate to the theoretical characteristics of the scale. With the findings of the factor analysis to test the reliability of the scale, the findings are given below.

Table 3
KMO and Bartlett' test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.796
Approx. Chi-Square	2055,732
Bartlett's Test of Sphericity	
Df	105
Sig.	,000

The Kaiser-Meyer-Olkin (KMO) value for the suitability of the sample was 0.796. It shows whether the partial correlations between these variables are high KMO values less than 0.5 indicate that the correlation between variable pairs cannot be explained by other variables and factor analysis may not be appropriate. The value found in the analysis (0.796) indicates that the data used is suitable for factor analysis.

The Bartlett sphericity test tests the hypothesis that variables in the parent mass are interrelated. It is an index that compares the magnitude of the correlation coefficients and the size of the partial correlation coefficients. As a result of the Bartlett test, the approximate chi-square value was 2055,732, which was 0.000. This value indicates the suitability of using factor analysis.

Table 4
Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,230	28,200	28,200	4,230	28,200	28,200	2,591	17,275	17,275
2	1,746	11,640	39,841	1,746	11,640	39,841	2,423	16,151	33,427
3	1,572	10,479	50,320	1,572	10,479	50,320	2,152	14,347	47,774
4	1,353	9,018	59,338	1,353	9,018	59,338	1,735	11,564	59,338
5	,879	5,860	65,198						
6	,814	5,424	70,622						
7	,718	4,789	75,411						
8	,694	4,624	80,034						
9	,584	3,890	83,924						
10	,543	3,620	87,544						
11	,481	3,206	90,750						
12	,469	3,126	93,877						
13	,385	2,568	96,444						
14	,306	2,040	98,484						
15	,227	1,516	100,000						

In this table, there are 4 factors with Eigenvalues greater than 1. The first factor explains 28,200% of the total variance. The first and second factors explain 39,841% of the total variance. The first three factors explain 50,320% of the total variance and all four factors explain 59,338 % of the total variance.

Factors were summarized on the below tables grouped into five factors:

Table 5
Reliability statistics

Factors	No. of Items	Statements	Cronbach's Alpha
Community	4	18/19/20/21	.788
Peer	4	7/9/10/11	.759
University staff	3	14/15/16	.787
Family	4	2/3/5/6	.547
self-efficacy	10	22/23/24/25/26/27/28/29/30/31	.901

These table show the Cronbach Alpha reliability coefficient. The Cronbach Alpha coefficient are 0,788; 0,759; 0,787; 0,547 and 0,901. The scale is reliable since this number is between 0.50 and 1.00.

According to the factor analysis, 25 items are divided into four factors. From these factors analysis, the following results as findings:

3.7. Findings

In order to test the hypothesis (H1, H2, H3 and H4), an SPSS macro named PROCESS developed by (Hayes, 2013) was used. PROCESS is a tool widely used in business, social and health sciences for estimating direct or indirect effects in single or multiple mediator models. These hypotheses analyzed using model 4 of the PROCESS macro. Model 4 is used for analyzing a simple mediation model. Bootstrap (5000) method was used to test the significance of indirect effects.

Table 6

Testing the mediation role of self-efficacy in the relation between family social capital and international career intention

		Effec t	SE	t	p	Bootstrap		
						LLCI	ULC I	
FSC	SEF	,1071	,0381	2,8113	,0051	,0322	,1819	
Self- Efficacy	SEF-ICI	,1195	,0410	2,9146	,0037	,0389	,2000	
	Total	- ,0956	,0350	-2,7318	,0065	-,1644	- ,0268	Mediati on (+)
	Direct	- ,1084	,0350	-3,0961	,0021	-,1772	- ,0396	
	Indirect	,0128	,0068			,0018	,0276	
Dependent Variable: <i>International Career Intention (ICI)</i> ; Independent Variable: <i>Family Social Capital (FSC)</i> ; Self Efficacy (SEF); Bootstrap Confidence Interval: 95%; Number of Bootstrap samples: 5000; N: 497; SE: Standard deviation								

To test the mediation role of self-efficacy in the relation between family social capital and international career intention, a simple mediation analysis was carried out. The results are shown in the Table, bootstrap confidence interval for the indirect effect ($ab=0,0128$) based on 5000 bootstrap samples was entirely above zero (Boot LLCI=0,0018; Boot ULCI=0,0276). Since the 95%CI does not include 0 (zero), the indirect effect is statistically significant. Thus, H1 is supported.

Table 7
Testing the mediation role of self-efficacy in the relation between peer social capital and international career intention

		Effect	SE	t	p	Bootstrap		
						LLCI	ULCI	
PSC	SEF	,0927	,0335	2,7645	,0059	,0268	,1587	
Self-Efficacy	SEF-ICI	,1200	,0409	2,9316	,0035	,0396	,2005	
	Total	-,0892	,0308	-2,8981	,0039	-,1497	-,0287	Mediation (+)
	Direct	-,1004	,0308	-3,2595	,0012	-,1609	-,0399	
	Indirect	,0111	,0059			,0016	,0245	

Dependent Variable: *International Career Intention (ICI)*; Independent Variable: *peer Social Capital (FRSC)*; Self Efficacy (SEF); Bootstrap Confidence Interval: 95%; Number of Bootstrap samples: 5000; N: 497; SE: Standard deviation

To test the mediation role of self-efficacy in the relation between friend social capital and international career intention, a simple mediation analysis carried out. As the results shown in the Table, bootstrap confidence interval for the indirect effect ($ab=0,0111$) based on 5000 bootstrap samples was entirely above zero (Boot LLCI=0,0016; Boot ULCI=0,0245). Since the 95%CI does not include 0 (zero), the indirect effect is statistically significant. Thus, H2 is supported.

Table 8

Testing the mediation role of self-efficacy in the relation between faculty staff social capital and international career intention

		Effect	SE	t	p	Bootstrap		
						LLCI	ULCI	
FSSC	SEF	,1043	,0255	4,0924	,0000	,0542	,1543	
Self-Efficacy	SEF-ICI	,1035	,0418	2,4801	,0135	-,0472	,0473	
	Total	-,0109	,0238	0,4563	,6483	-,0359	,0576	Mediation (-)
	Direct	,0001	,0241	0,0025	,9980	-,0472	,0473	
	Indirect	,0108	,0053			,0014	,0222	
Dependent Variable: <i>International Career Intention (ICI)</i> ; Independent Variable: <i>Faculty Staff Social Capital (FSSC)</i> ; Self Efficacy (SEF); Bootstrap Confidence Interval: 95%; Number of Bootstrap samples: 5000; N: 497; SE: Standard deviation								

As the result of the analysis, it was seen that the social capital of university staff did not have a significant effect on the individual's international career intention ($b=0001$; $t=0,0025$; $p>0,05$). So, it was determined that self-efficiency perception did not have a mediator role (H3 is not supported).

Table 9

Testing the mediation role of self-efficacy in the relation between community social capital and international

		Effect	SE	t	p	Bootstrap		
						LLCI	ULCI	
CSC	SEF	,1715	,0320	5,3642	,0000	,1087	,2343	
Self-Efficacy	SEF-ICI	,1382	,0417	3,3137	,0010	,0563	,2202	
	Total	-,0845	,0300	-2,8190	,0050	-,1434	-,0256	Mediation (+)
	Direct	-,1082	,0305	-3,5447	,0004	-,1682	-,0482	
	Indirect	,0237	,0100			,0070	,0464	
Dependent Variable: <i>International Career Intention (ICI)</i> ; Independent Variable: <i>community Social Capital (CSC)</i> ; Self Efficacy (SEF); Bootstrap Confidence Interval: 95%; Number of Bootstrap samples: 5000; N: 497; SE: Standard deviation								

To test the mediation role of self-efficacy in the relation between community social capital and international career intention, a simple mediation analysis carried out. As the results shown in the Table, bootstrap confidence interval for the indirect effect ($ab=0,0237$) based on 5000 bootstrap samples was entirely above zero (Boot LLCI= $0,0070$; Boot ULCI= $0,0464$). Since the 95%CI does not include 0 (zero), the indirect effect is statistically significant. Thus, H4 is supported.

Self-efficacy perception has been found to positively predict one's willingness to pursue an international career ($b=0,1195$, $t=2,91$; $p=0,0037$). Thus, H5 is supported.

To test the Hypothesis 6, an independent samples T-test is performed.

Table 10
Comparison of international career intention scores by gender

Group	N	Mean	Std. Error	t	df	P
Female	307	2,04	,550	3,104	360	,002
Male	185	2,21	,620			

The result show that international career intention of female and male students is significantly different from each other ($t=3,104$; $p<0,05$). Thus, H6 is supported. Male students' international career intention ($\bar{x}=2,21$) is higher than the female students' international career intention ($\bar{x}=2,04$).

In this chapter, the methodology used was discussed, and the findings were analyzed. The methodology has helped in addressing the research questions and testing the hypotheses. A frequency analysis, factors analysis and correlation analysis were performed on the variables. These variables were the family social capital, University staff social capital, peer social capital, community social capital, gender as the independent variable; Self-efficacy as a mediating factor and the international career intention as our dependent variable. Reliability analysis could not be performed since we had only one dependent. The PROCESS macro was used to examine the mediation role of self-efficacy and an independent samples T-test was performed to illustrate the

international career intention by gender. The findings have implications for research, policy, and practice need reflection and discussion. These implications are the main subject of the below discussion.

PART FOUR: DISCUSSION

4.1. Introduction

The study sought for students' view on the influence of family, peer, faculty, community support or social capital and gender influence on self-efficacy international career intention of undergraduate students. The respondents were asked to indicate whether this variable encourages them to pursue an international career.

The focus of this research was the potential influence of different types of social capital and self- efficacy on college students' international career intention. This section discusses the methods use, and the findings as our results have demonstrated.

4.2. Family Social Capital

The first hypothesis of this study was supported. It showed that there was a significant relationship between family capital or bonding social capital and self-efficacy which played a mediating role in international career intention. Contrary to some study such as Ali, Ahsan, & Dziegielewski (2017), who found no significant influence of parents on student career choice. They used family size, parents' occupation and income to carry out their analysis. A similar result was also got by Akanbi (2013) who studied the determinants of entrepreneurial intension among vocational school in Nigeria. These studies found an insignificant influence of parent on students' entrepreneurial intension. This was also the same with Akhtar, Keith, & Riaz, (2010) who also conducted a study in Pakistan as Ali et al. (2017), found that parents' income and occupation do not influence students' entrepreneurial intention. There are many other studies which results do not support the fact that parents' capital influences the students' career intention. The reasons behind these results could be the various tools used in collecting the participants' responses and analyzing data. Majority of these studies used parents' income, occupation and family size in measuring the possible relationship between these variables. However, these studies contradict our results, in the same line with our findings, some crucial works like those of Mcelwee, (2016) findings, has shown that parents influence student personality traits like self-efficacy which as our study demonstrated is a mediating factor in determining career intention of students.

Furthermore, Sav (2008) in her study conducted on the factors affecting senior students while planning for their career found that parent has a significant influence on the career plan of students. However, she found little influence of family members.

Consistent with some theories of social capital and career, as the literature part of our study showed, the family is a vital asset in helping individuals achieve some of their goals. As seen with Coleman, the direct circle of students enables them to construct better and valorize their human capital which is a determinant of career aspiration. This study has supported the idea behind Coleman's view that parents' roles in the becoming of their children.

Bonding social capital or family social capital in our case significantly shapes the attitude of students and increase their self-efficacy. Ardahan & Ezici (2015) demonstrated in their study that parent involvement in the education of their children contributes in shaping their career.

The study is also consistent with SCCT; the contextual variable used. As the theory shows the direct contact that is the family in our context, play a vital role in the process of the students' career planning. The parents contribute significantly in molding students' self-efficacy which as many studies have demonstrated the influence the student ability to overcome difficult tasks and plan for their future. The result of this research is in line with not only the various social capital theories which explained the importance parent and family have in paving the way to students' career intention. It also supported career theories like Holland's theory and SCC theory. As a result, the family appears to be like a mold which gives good shape to student self-efficacy.

Having family who had an experience in a foreign country or worked in companies who is having an international characteristic has a substantial share of the cake in influencing the decision of students in their career orientation. This positive influence of parents on students' career lies in the effect of the parental role model in occupational choices. The possible explanation for the influence of family on international career intention could be explained first by the parent level of education. The result of our study sample shows that the more the parents are educated, the higher the student self-efficacy. Educated parents are well informed about the opportunities presented by other nations. Above all,

there was a significant influence of family capital of student ability to prepare for their career.

4.3. Peer Social Capital

The second Hypothesis of our study was to examine the influence student's peer networks have on their self-efficacy and international career intention. Interaction with peers can have a strong socializing impact on student attitudes toward the attractiveness of certain career paths or ventures. This study has shown based on Holland's theory of career development that, academic environment or peer particularly has a powerful positive socializing impact on the development of values associated with career intention. Interaction with peer encourages the acquisition of self-efficacy and competencies. There is a significant influence of peer in student's career intention. As our result have shown, 81.5% of the sample population stated that their friends had had an international career exposure. As Holland' theory posited the environment around individual influence their perception, decision and aspiration. Majority of the student studies 64.8% said were encouraged by their friends who have participated in exchange programs such as Erasmus or Work and travel to look for opportunity in other countries. Peer exposure to the international arena could be considered as one of the major forces behind the high desire of the studies population to pursue an international career.

The supports from the peer in the form of advice or interaction do not only help the students to develop their self- efficacy but also indirectly impact their choice to pursue an international career. The students' interaction seen as a form of collaboration, have a mediating role in building student capacity to cope with some challenges. The high level of perceived self-efficacy in the process of career aspiration of students was a result of trust and confidence they have in each other. These help to justify their abilities to better plan for their careers.

This influence of peer social capital on self-efficacy and indirectly on their career intention has theoretical and empirical implication. It helps in reinforcing the importance of SCCT factors. In this regards, self-efficacy was found to be hugely important in students' ability. The student sharing of information among them and the confidence they have in each other, are norms which guide their behavior.

In compliance with the previous study, career intention was found to be profoundly impacted by not only the advice received from peers but also the interaction and confidence they have with each other.

4.4. Faculty Staff Social Capital

The following section is a discussion in response to the results of the test carried out on the H3 which was the mediating role of self-efficacy in the determining the impact of faculty social capital on the international career intention of undergraduate students. The result shows that social capital of faculty staff members did not have a significant effect on the student's career intention. Faculty staff supportive behavior is pivotal to understand how the environment determine individual attitude and behaviors. This behavior as pointed out in the literature can be a motivating factor to increase individual self-efficacy.

Student receives from their social environment as indicated in the previous sections of this study four main support: emotional support, informational support, instrumental support and companionship support (Joiner, 2009) Informational support which was one of the guidelines of our study is considered as providing useful information and knowledge to individuals to solve problems, advice and guidance. This support is predictors of individuals' personality traits and behaviors. As Joiner (2009) in her study found out students go to their instructors to seek academic support, personal support, and career support. Her study has shown that 76,62% of the students involved in her study received career support in the form of advice and information from their instructors. This result is in contrast with our findings which found the insignificant influence of faculty social capital on student' self-efficacy international career intention. There was limited interaction between students and their instructors observed in most of the department. Few students indicated seeking for advice related to their career from their lecturers. Like Joiner (2009) who found that amount the various support seek from instructors, only 20% reported seeking advice from their teachers.

We can conclude here that, students even though have demonstrated the importance of faculty capital and the various literatures have also supported the fact that faculty personnel play an important role in student well-being, our result has shown that faculty staff because of some unknown reasons have insignificant influence on self-efficacy

international intention. It could be that students have other factors, such as community social capital (i.e. involvement in sororities/fraternities, athletic events/environments, social networks of friends, feelings of acceptance by peers, etc.) which they value much.

4.5. Community Social capital

The following section is a discussion in relation to our H4 which was to examine the mediating role of self-efficacy in the relationship between student active involvement in community networking and international career aspiration. The involvement of the student in the community was measured in our study by the number of civil societies, clubs and sorority the student was a member of and the various benefit and support he receives from this organization. As a result of this study has indicated, there was a significant influence of the community in determining the self-efficacy international career intention of the respondents. This finding was consistent with the main theories of social capital which stated that the involvement in society in the form of association is an asset and also community was one of the sources where individuals raise their social capital. Through the interaction in this group, individuals have access to new information and knowledge which is vital for their career aspiration and access new opportunities (Lip, 2014). In this association, the member builds relationship binds with the trust which is pivotal in self-efficacy development.

The students who involved in extracurricular activities, participate in networking programs such conferences have opened to the World and this indirectly influences their attitude toward their future career and where they would work. The result of the study indicated that the more the student is engaged in the community, the higher is his interest in pursuing their career in the international arena. This influence of community on student behavior confirm the power of networking as we saw with Coleman. The high influence of the community in self-efficacy international career aspiration was also influenced by student exposure to foreign cultures such as speaking foreign languages or members of the circle who had an international experience.

To sum up, students who have high participation in the community or knowledge of people in society have more interest in their aspiration to undertake an international career. However, there were some differences observed between genders.

4.6. Gender and International Career Intention

Gender has been an area of study in relation to occupation. Similar to the influence observed of family, friends and community, this part discusses the influence gender has on the international career aspiration of an undergraduate student in the business school.

To carry out our analysis of gender's career plan influence, we make use of the T-test analysis, and it resulted that there was a significant influence of gender on career intention of the respondents. However, there was a significant influence of parents on female student career path observed; our findings Show that male students were more motivated in working overseas. Female students are more influence in their career choices than male (Sav, 2008). This was the same result got in the study on entrepreneurial intention of female and male carried out by Trebar, (2014)) who result indicated that male was a strong predictor for career intention. According to Trebar, (2014), male students have significant entrepreneurial intention than female.

Consistent with this study, after a certain degree of contextual factors, that peer, family, community and others, gender has a share in shaping and molding the student ability to pursue international career. This study demonstrated that there is a direct impact of gender on career intention of business school students. There are some reasons which could justify this; there was a weak networking spirit observed among the female student few of them indicated were members of sorority or clubs. Also, the reason could also be in relation to culture; the study region is still considered by many as a conservative region where the influence of religion and culture still have an impact on the behavior of individuals. However, in the literature the reasons behind this contrast between female and male in career intention remain unexplained. Majority of studies point out that external factors resulting from the environment and personality of the student influence their career aspiration than gender.

Notwithstanding, to better grasp this difference, separated regression analysis for example or another data collection method could be considered. Further research could be done in a larger sample; this would help identify the factors which could explain the differences observed.

This section of our study aim was to discuss the results got and see in what degree it was compatible with the previous studies and theories. Our results based on the SCCT

and the hypothesized, was grouped following the contextual categories; family social capital or family support, peer support, faculty support and community support. These various contextual variables as our study have shown has an influence on business undergraduate school students in the study region in their ability to pursue an international career. However, not all the variables were found to be influential in career intention of students. The study demonstrated in line with previous study that there was an important difference between female and male student self-efficacy international career intention. Even though female student was the highest being influenced by their family, relatives and community, in their career aspiration, the study found that male student was having a high degree of self-efficacy international career development than female.

Among the contextual variables used; faculty staff were found to have insignificant influence on student self-efficacy international career intention. By studying the role of faculty in paving the way to students, faculty personal advices, and other school activities were used to assess the impact these institution staff have on the international career aspiration of students. Among the studies department, just one department students have indicated seeking of help and advice from their instructors. Some international trade department' student indicated that their instructors were sources of aspiration to have an international career. This could be explained by the kind of relationship and environment developed between this department staff and students. This department is known in the business school of organizing networking programs between the faculty and the business world, also the department was found to have signed some protocol with some civil societies such as the chamber of commerce and industry to facilitate the student integration into the field. This program enables them to carry out internship in company where they develop their self-efficacy and aspiration to work in a foreign country. These faculty students also credited their instructors with providing information and support in their career. Taking into consideration the other department, it arises that there was an insignificant impact of faculty social capital on international career intention of students.

4.7. Replication with Other Population and Limitation of The Study

This part suggests the replication of this study with a more comprehensive and wider sample and try to list some limitation of the study.

The sample used in this study was only on the full-time business school students five departments of the school was concerned in the study; not all the students from these departments have accepted to participate to the study. It would be of interest to carry out the same study using samples drawn from a more diverse institution or to collect data from more than one school or university. Also, a comparative study could be carried out to see the influence contextual variables have on international career intention of young peoples this can be especially done in the less developing and emerging country were the phenomenon of migration is persisting.

Like any other study, this study limitations which could prevent its results from being generalized. The study observed a significant impact of social capital of the students on self-efficacy international career intent. Students who had large social capital network span showed higher intentions of taking up an international career path. The study planned was to carry out a longitudinal study on the sample population, nevertheless, because of the time frame and low turnover of the respondents, it was not possible. The result of this study was unable to show the difference between the student level of study and their career intention. Although some previous study has demonstrated that as the level of study increases, the level of career intention and self-efficacy increase too. It was not possible to link this study to these studies. Self-efficacy international career intention was confronted by variables different from those used in other studies. The sampling bias may have influenced the result got. The questionnaire was self-developed questions; the accuracy of it could not be completely verified. We use family, peer, faculty, and community advices and moral support to measure this influence. Whereas we could have considered the occupation of mother and other family members. As mention above, the data was collected during one semester, student and individual as seen in the literature with Parson and Super time is an important factor in influences human behavior and decision making. Therefore, nothing tells us that the current studied population's intension would remain unchanged.

To sum up, the sample of our population, the data collection tools were used and the time frame of the collection of data must be taken into consideration. Further studies could be done on vaster samples, and a longitudinal study is needed to see the evolution of this result over time.

4.8. Contribution to The Literature

The contribution of this research to the literature is first, on the importance of social capital and self- efficacy in career intention, as we observed in the literature, majority of studies and theories have demonstrated the role of social ties and self-efficacy in getting a job, few of them have studied the career intention. Social capital and career study in an area with least or no coverage in Turkey, we believe this study could be used by career experts and instructors in their process of career policy and studies.

The result obtained from this study strengthen the role of contextual variable in SCCT, social networks is an asset to be used by an individual in their career aspiration. The study also brought together two well-defined and established theories; social capital and career development theories.

The self-developed questionnaires could be used as an important tool in measuring social capital as we have seen in the literature one of the significant problems in understanding social capital was the measurement tools used to measure it.

Winding up this section aims to demonstrate the contribution of this study to the literature, it is found to be relevant not only in Turkish social capital and career literature but also could be used by human resource expert, counselors and career expert in their decision making.

CONCLUSION AND RECOMMENDATION

The purpose of this study was to examine the influence of social capital which as seen in the previous sections was an important part of SCCT on undergraduate students' international career intention. The results of this study demonstrated that there was an evidential impact of contextual factors such FSC, PSC, CSC, SE and gender on career aspiration of these students. However, the FSSC on these respondents' international career aspiration. The possible reason could be the weak ties between the faculty staff and the students. Few students for example have indicated communicating with their instructors out of the classroom and asking for their advice in matter related to career. Furthermore, the students were more influence by their friends, peer and family. These enable us to confirm the power of bonding ties in personality development as we saw with Super and Parson; individual is more impacted by their direct environment in their decision making. Peer and family are pivotal in developing one's self-efficacy as our study indicated the more students interact and ask for peer's advice the higher was their degree of self-efficacy. The students who had a higher degree of self-efficacy also had a strong sense of networking; many of them indicated participating in networking activities such as being a member of clubs and sororities.

This study's results could be a vital tool for career experts and counselors in addressing the career decision-making process of students in their transition periods from school to job. Because of the significant influence of for example peer's network on student self-efficacy and career intention, it suggested that career counselors, human resource expert and academicians in the field of career development could implement activities which encourage positive peer network development. Also, the counselors are called to acknowledge the family resource in student career intension while guiding these students for their career.

The university could multiply activities which could be used by the students to develop their self-efficacy and career knowledge. This could be observed in our study with the case of the international trade department students who presented a higher rate of self-efficacy and international career intention. As seen above this department organizes networking activities such as field trips, conferences related of career, clubs and even provides internship opportunities to the student to develop their skill and build network

which they can use for their career path. Other faculties could be inspired by this department's activities in order to raise the awareness of the student of opportunities related to their future career.

The future research could investigate this subject with a larger sample involving many universities, and a comparative study could be carried out among schools and faculty. Furthermore, future research could see into how the student career intension evaluate within time taking into consideration the contextual factors of the SCCT.

REFERENCES

Books

- Bourdieu, P. (1986). Pierre Bourdieu 1986 - The forms of capital. In Handbook of Theory and Research for the Sociology of Education (pp. 241–258). <https://doi.org/10.1002/9780470755679.ch15>
- Durkheim, E., & Emirbayer, M. (2003). Émile Durkheim. sociologist of modernity. <https://doi.org/papers2://publication/uuid/8CEA3BBC-6B15-4E59-A8D1-3037F50D59F5>
- Hayes, A. F. (2013). Introduction to Mediation, Moderation, and Conditional Process Analysis.
- Leung, S. A. (2008). The Big Five Career Theories. International Handbook of Career Guidance. https://doi.org/DOI:10.1007/978-1-4020-6230-8_6
- Portes, A. (1998a). Social Capital. Annual Review of Sociology, 24(1), 19. <https://doi.org/10.1146/annurev.soc.24.1.1> T4 - Its Origins and Applications in Modern Sociology M4 - Citavi

Published Articles

- Akhtar, A., Keith, J. T., & Riaz, H. T. (2010). Entrepreneurial attributes among postgraduate students of a Pakistani university. *US-China Education Review*, 7(5), 66.
- Ali, A., Ahsan, S., & Dziegielewska, S. F. (2017). Social and family capital and youth career intension : A case study in Pakistan. *Cogent Business & Management*, 1(4), 1–16. <https://doi.org/10.1080/23311975.2017.1362838>
- Ardahan, F. (2012). Sosyal Sermaye Ölçeği geçerlilik, güvenilirlik çalışması. *International Journal of Human Sciences*, 9(2), 773–789.
- Ardahan, F., & Ezici, N. (2015). İlköğretim Sekizinci Sınıf Öğrencilerinin Sosyal Sermaye Profili, Sosyal Sermaye ve Başarı Durumunun Çeşitli Demografik Değişkenlere Göre Değerlendirilmesi. *Sakarya University Journal of Education*, 1(April), 16–36.
- Baer, M. (2010). Granovetter 1973 Strength Weak Ties.pdf. *Journal of Applied Psychology*, 95, 592–601. <https://doi.org/10.1037/a0018761>
- Bähr, S., & Abraham, M. (2016). The role of social capital in the job-related regional mobility decisions of unemployed individuals. *Social Networks*, 46, 44–59. <https://doi.org/10.1016/j.socnet.2015.12.004>
- Baret, C., & Marciel, S. A. (2006). Apports Et Limites De La Mesure Du Capital Social.
- Batt, P. J. (2008). Building social capital in networks. *Industrial Marketing Management*, 37(5), 487–491. <https://doi.org/10.1016/j.indmarman.2008.04.002>
- Bourdieu, P. (1986). Pierre Bourdieu 1986 - The forms of capital. In *Handbook of Theory and Research for the Sociology of Education* (pp. 241–258). <https://doi.org/10.1002/9780470755679.ch15>
- Bourdieu, P., & Wacquant, L. J. D. (1992). Language, gender, and symbolic violence. In *An Invitation to reflexive sociology* (pp. 118–9). <https://doi.org/10.1017/CBO9781107415324.004>
- Bratkovič, T., Antončič, B., & DeNoble, A. F. (2012). Relationships Between Networking, Entrepreneurial Self-Efficacy and Firm Growth: The Case Of Slovenian Companies. *Economic Research-Ekonomska Istraživanja*, 25(1), 61–71. <https://doi.org/10.1080/1331677X.2012.11517494>
- Brouwer, J., Jansen, E., Flache, A., & Hofman, A. (2016). The impact of social capital on self-efficacy and study success among first-year university students. *Learning and Individual Differences*, 52, 109–118. <https://doi.org/10.1016/j.lindif.2016.09.016>
- Bullock, E. E., Andrews, L., Braud, J., & Reardon, R. C. (2006). Holland's Theory In An International Context: Applicability Of Riasec Structure And Assessment. *Technical Report No.*

- Burnett. (2006). Building social capital through an active community club'. *International Review for the Sociology of Sport*, 4, 283–294. <https://doi.org/10.1177/1012690207078381>
- Burt, R. (2005). Les réseaux sociaux. Agrégation de Sciences Économiques et Sociales. Retrieved from <http://gsbwww.uchicago.edu/fac/ronald.burt/research/>
- Burt, R. S. (2001a). Structural Holes Vs Network Closure. *Social Capital Theory and Research*. Retrieved from <http://aisel.aisnet.org/cgi/viewcontent.cgi?article=1188&context=acis2005>
- Burt, R. S. (2001b). Structural Holes Vs Network Closure. *Social Capital Theory and Research*.
- Chan, C. C. (2017). The relationship among social support, career self-efficacy, career exploration, and career choices of Taiwanese college athletes. *Journal of Hospitality, Leisure, Sport and Tourism Education*, (July), 0–1. <https://doi.org/10.1016/j.jhlste.2017.09.004>
- Chattopadhyay, T. (2014). School as a site of student social capital: An exploratory study from Brazil. *International Journal of Educational Development*, 34(1), 67–76. <https://doi.org/10.1016/j.ijedudev.2012.05.001>
- Claridge, T. (2004). Social Capital and Natural Resource Management An important role for social capital ?
- Coleman, J. S. (1988). Social Capital in the Creation of Human Capital Author (s): James S. Coleman Source : *The American Journal of Sociology*, Vol. 94, Supplement : Organizations and Institutions : Sociological and Economic Approaches to the Analysis of Social Structure. *The American Journal of Sociology*, 94(May), S95–S120. <https://doi.org/10.1037/0012-1649.22.6.723>
- Coleman, J. S., & Coleman, J. S. (2011). Social Capital in the Creation of Human Capital '. *American Journal of Sociology*, 94(1988), 95–120.
- Edwards, R., Franklin, J., & Holland, J. (2003). Families and social capital: Exploring the issues. *Family & Social Capital ESRC Research Group Working Paper*. <https://doi.org/ISBN 1 874418322>
- Fassin, D. (2003). Social capital, from sociology to epidemiology: critical analysis of a transfer across disciplines. *Revue D'épidémiologie et de Santé Publique*, 51(4), 403–13. <https://doi.org/MDOI-RESP-09-2003-51-4-0398-7620-101019-ART3> [pii]
- Framework, A. A. (2004). Measuring Social Capital An Australian Framework and Indicators. *Australian bureau of statistics embargo:*
- Furseth, I. (2008). Social Capital and Immigrant Religion. *Nordic Journal of Religion and Society*, 21(2), 147–164.

- Ganiron, T. U. (2013). Social Capital and Career Success of Civil Engineers towards Designing Career Paths. *Procedia - Social and Behavioral Sciences*, 102(Ifee 2012), 611–621. <https://doi.org/10.1016/j.sbspro.2013.10.778>
- Goddard, R. D. (2003). Relational Networks, Social Trust, and Norms: A Social Capital Perspective on Students' Chances of Academic Success. *Educational Evaluation and Policy Analysis*, 25(1), 59–74. <https://doi.org/10.3102/01623737025001059>
- Godechot, O., & Mariot, N. (2004). Two types of social capital: the relational structure characteristic of doctoral thesis juries and hiring in the field of political science in France. *Revue Francaise De Sociologie*, 45(2), 243–+. <https://doi.org/10.2307/3323157>
- Granovetter, M. S. (1973). Granovetter - 1973 - The Strength of Weak Ties. *American Journal of Sociology*. <https://doi.org/10.1037/a0018761>
- Grodecki, M. (2017). Building Social Capital: Polish Football Supporters Through The Lens Of James Coleman's Conception. *International Review for the Sociology of Sport*, 101269021772872. <https://doi.org/10.1177/1012690217728728>
- Hendrickson, B., Rosen, D., & Aune, R. K. (2011). An Analysis Of Friendship Networks, Social Connectedness, Homesickness, And Satisfaction Levels Of International Students. *International Journal of Intercultural Relations*, 35(3), 281–295. <https://doi.org/10.1016/j.ijintrel.2010.08.001>
- Isik, E. (2010). Career decision self-efficacy among Turkish undergraduate students. *Electronic Journal of Research in Educational Psychology*.
- Iyer, S., Kitson, M., & Toh, B. (2005). Social capital, economic growth and regional development. *Regional Studies*, 39(8), 1015–1040. <https://doi.org/10.1080/00343400500327943>
- Jensen, D. H., & Jetten, J. (2015). Bridging and bonding interactions in higher education: Social capital and students' academic and professional identity formation. *Frontiers in Psychology*, 6(FEB), 1–11. <https://doi.org/10.3389/fpsyg.2015.00126>
- Lent, R., Brown, S., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, 47(1), 36–49. <https://doi.org/http://dx.doi.org/10.1037/0022-0167.47.1.36>
- Lent, R. W., Ireland, G. W., Penn, L. T., Morris, T. R., & Sappington, R. (2017). Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management. *Journal of Vocational Behavior*, 99, 107–117. <https://doi.org/10.1016/j.jvb.2017.01.002>
- Lins, K. V, Servaes, H., & Tamayo, A. N. E. (2017). Social Capital, Trust, and Firm Performance: The Value of Corporate Social Responsibility. *The journal of finance*, lxxii(4), 1785–1824. <https://doi.org/10.1111/jofi.12505>

- Liou, T., & Chang, N. (2008). The Applications of Social Capital Theory in Education Tung-Yuang. *Hsiuping journal of humanities and social sciences*, 11(September), 99–122.
- Martin, N. D. (2009). Social Capital, Academic Achievement, and Postgraduation Plans at an Elite, Private University. *Sociological Perspectives*, 52(2), 185–210. <https://doi.org/10.1525/sop.2009.52.2.185>
- Miracle, J. W. (2004). Higher Education in the Creation of Individual Social Capital: a Student Organization Ethnography. Retrieved from <http://search.proquest.com.lib-e2.lib.ttu.edu/pqdtglobal/docview/1433826292/fulltextPDF/45173C82C90344B5PQ/62?accountid=7098>
- Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management*, 23(2), 242–266.
- Parcel, T. L., Dufur, M. J., & Cornell Zito, R. (2010). Capital at home and at school: A review and synthesis. *Journal of Marriage and Family*, 72(4), 828–846. <https://doi.org/10.1111/j.1741-3737.2010.00733.x>
- Plagens, G. K. (2011). Social Capital and Education: Implications for Student and School Performance. *Education and Culture*, 27(1), 40–64. <https://doi.org/10.1353/eac.2011.0007>
- Putnam. (2001). Social Capital: Measurement and Consequences. In Isuma: *Canadian Journal of Policy Research* (pp. 1–15).
- Rogers, M. E., & Creed, P. A. (2011). A longitudinal examination of adolescent career planning and exploration using a social cognitive career theory framework. *Journal of Adolescence*, 34(1), 163–172. <https://doi.org/10.1016/j.adolescence.2009.12.010>
- Rogers, M. E., Creed, P. A., & Glendon, A. I. (2008). The role of personality in adolescent career planning and exploration: A social cognitive perspective. *Journal of Vocational Behavior*, 73(1), 132–142. <https://doi.org/10.1016/j.jvb.2008.02.002>
- Savickas, M. L. (2013). The 2012 Leona Tyler Award Address: Constructing Careers—Actors, Agents, and Authors. *The Counseling Psychologist*, 41(4), 648–662. <https://doi.org/10.1177/0011000012468339>
- Schoenacher, S. R. (2009). Building Social Capital Through Online Class Discussions : a Little Freedom Goes a Long Way. *Journal of Educational Technology Systems*, 37(3), 291–304. <https://doi.org/10.2190/ET.37.3.e>
- Shipilov, A., Labianca, G., Kalnysh, V., & Kalnysh, Y. (2014). Career-Related Network Building Behaviors, Range Social Capital, and Career Outcomes. *Academy of Management Annual Meeting Proceedings*, 39, 71–83. <https://doi.org/10.5465/AMBPP.2007.26508183>

- Tarrow, S., Verba, S., & Tarrow, S. (1995). Bridging the Quantitative-Qualitative Divide in Political Science. *American Political Science Review*, 89(2), 471–474. <https://doi.org/10.2307/2082444>
- Taylor, M. (2011). Building social capital through rhetoric and public relations. *Management Communication Quarterly*, 25(3), 436–454. <https://doi.org/10.1177/0893318911410286>
- Thompson, M. N., & Dahling, J. J. (2012). Perceived social status and learning experiences in Social Cognitive Career Theory. *Journal of Vocational Behavior*. <https://doi.org/10.1016/j.jvb.2011.10.001>
- Töremen, F. (2002). Okullarda Sosyal Sermaye: Kavramsal Bir Çözümleme. *Education Administration in Theory and Practice*, 32(Fall), 556–573.
- Valk, R., van Engen, M. L., & van der Velde, M. (2014). International Careers and Career Success of Indian Women in Science and Technology: The Importance of Career Capital and Organizational Capital. *South Asian Journal of Human Resources Management*, 1(2), 175–205. <https://doi.org/10.1177/2322093714549107>
- .
- Yıldız, Z., & Topuz, H. (2011). SOSYAL Sermaye Ve Ekonomik Kalkınma İlişkisi Açısından Türkiye Üzerine Bir Değerlendirme. *Journal of Social Policy Conferences*, 61(2), 201–226.
- Zikic, J., & Saks, A. M. (2009). Job search and social cognitive theory: The role of career-relevant activities. *Journal of Vocational Behavior*, 74(1), 117–127. <https://doi.org/10.1016/j.jvb.2008.11.001>

Dissertations

- Auburn, A. (2010). Career Preparation during the Transition from High School. ProQuest LLC.
- Çitçi, U. S. (2011). Örgüt Teorilerinde Yöneticinin Yeniden Konumlandırılması İçin Bir Araç Olarak Sosyal Ağlar.
- Duplantis, J. P. (2013). Developing social capital: The effect of an academic service-learning component on the civic attitudes of college students. ProQuest Dissertations and Theses. Retrieved from <http://search.proquest.com/docview/1371167976?accountid=16788>
- Joseph, M. (2008). School to Career Transitions: Career Awareness and CTE Students. ProQuest LLC.
- Lehis, E. (2008). Social capital in flux: Finding a job after conflict induced displacement. Dissertation Abstracts International, A: The Humanities and Social Sciences. Retrieved from <http://search.proquest.com/docview/61748074?accountid=13828> \n http://find.shef.ac.uk/openurl/44SFD/44SFD_services_page?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+&+theses&sid=ProQ:Sociological+Abstracts&atitle=&t
- Miesch, J. J. (2011). An investigation of background and contextual variables related to career decision self-efficacy and vocational outcome expectations for college women by Presented to the Department of Counseling Psychology and Human Services and the Graduate School of th, (September).
- Shaltry, C. G. (2017). Preservice teachers' development of bridging and bonding social capital: Influences of their formal and informal online social network site use in courses. Dissertation Abstracts International Section A: *Humanities and Social Sciences*, 77(8-A(E)), No-Specified. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc13&NEWS=N&AN=2016-47714-244>
- Trebar, R. J. (2014). entitled The Influence of the College Environment on the Entrepreneurial Intentions of Students by Robert J . Trebar Submitted to the Graduate Faculty as partial fulfillment of the requirements for the Doctor of Philosophy Degree in Higher Education Rober.
- Yancy, R. E. (2004). The effects of social capital resources on the careers of diverse groups. ProQuest Dissertations and Theses. Retrieved from <http://ezproxy.lib.bbk.ac.uk/docview/305102833?accountid=8629> \n http://tb2tn4ax7t.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rft_id=info:sid/ABI/INFORM+Global&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&rft.genre=diss

Internet and Other Sources

- Akanbi, S. T. (2013). Familial Factors, Personality Traits And Self-Efficacy As Determinants Of Entrepreneurial Intention Among Vocational Based College Of Education Students In Oyo State, Nigeria. *The African Symposium*, 13(2), 66–76.
- Bandura, A. (1997). Guide for Constructing Self-Efficacy Scales. <https://doi.org/10.1017/CBO9781107415324.004>
- Bandura, A. (1999). Social Cognitive Theory of Personality. *Handbook of Personality: Theory and Research*, 154–196. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
- Akanbi, S. T. (2013). Familial Factors, Personality Traits And Self-Efficacy As Determinants Of Entrepreneurial Intention Among Vocational Based College Of Education Students In Oyo State, Nigeria. *The African Symposium*, 13(2), 66–76.
- Auburn, A. (2010). Career Preparation during the Transition from High School. ProQuest LLC.
- Bandura, A. (1997). Guide for Constructing Self-Efficacy Scales. <https://doi.org/10.1017/CBO9781107415324.004>
- Bandura, A. (1999). Social Cognitive Theory of Personality. *Handbook of Personality: Theory and Research*, 154–196. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L)
- Baret, C., & Marciel, S. A. (2006). Apports Et Limites De La Mesure Du Capital Social
- Batt, P. J. (2008). Building social capital in networks. *Industrial Marketing Management*, 37(5), 487–491. <https://doi.org/10.1016/j.indmarman.2008.04.002>
- Bullock, E. E., Andrews, L., Braud, J., & Reardon, R. C. (2006). Holland's Theory In An International Context: Applicability Of Riasec Structure And Assessment. *Technical Report No.*
- Burnett. (2006). Building social capital through an active community club'. *International Review for the Sociology of Sport*, 4, 283–294. <https://doi.org/10.1177/1012690207078381>
- Burt, R. (2005). Les réseaux sociaux. *Agrégation de Sciences Économiques et Sociales*. Retrieved from <http://gsbwww.uchicago.edu/fac/ronald.burt/research/>
- Burt, R. S. (2001a). Structural Holes Vs Network Closure. *Social Capital Theory and Research*. Retrieved from <http://aisel.aisnet.org/cgi/viewcontent.cgi?article=1188&context=acis2005>
- Cândido. (2007). Formation du capital social entrepreneurial : Entrepreneurs technologiques et essaimage universitaire Par.

- Cândido. (2007). Formation du capital social entrepreneurial : Entrepreneurs technologiques et essaimage universitaire Par.
- Cécile, P. (2014). Capital social et développement territorial. *IREGE Université de Savoie*, 11(1).
- Coonfield, E. S. (2012). Job Search Patterns Of College Graduates: The Role Of Social Capital.
- Davis-green, D. M. (2012). Examining The Relationship Between Social Capital And Career Success Among Welfare To Work Participants In Louisiana.
- Deborah, K. P. (2014). Personal Connections And Career Reflections: Examining Social Networks And Career Choices Of African American Women Community College Leaders Deborah.
- Dylan, M. F. (2016). The Influence Of Attachment And Career Calling On Career Decision Self-Efficacy, College Adjustment, And Life Satisfaction In Undergraduate Students.
- Field, J. D. (2002). John D. Field. Tufala Gavman. Reminiscences from the Anglo-French Condominium of the New Hebrides.
- Fukuyama, F. (2000). social capital and civil society.pdf.
- Gericke. (2017). How do refugees use their social capital for successful labor market.
- Godechot, O., & Mariot, N. (2002). Les deux formes du capital social Structure relationnelle des jurys de thèses et recrutement en science politique *.
- Greeley, A. (1997). Coleman Revisited. *American Behavioral Scientist*, 40(5), 587–594. <https://doi.org/0803973233>
- Joiner, A. E. (2009). Assessing Social Support At The University Level: The Relationship Between A Supportive Educational Environment And Student Success/Satisfaction.
- Kenyon, P. (n.d.). “ Social Capital : How to Build It and Measure It .”
- Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social Cognitive Career Theory. Career Choice and Development. <https://doi.org/https://doi.org/10.1006/jvbe.1994.1027>
- Levesque, M. (2000). Le capital social comme forme sociale de capital : reconstruction d’un quasi-concept et application a l’analyse de.
- Lin, N. (1999). Building a Network Theory of Social Capital. *Connections*, 22(1), 28–51. <https://doi.org/10.1108/14691930410550381>

- Lin, N. (2000). Inequality in Social Capital. *Contemporary Sociology*, 29(6), 785. <https://doi.org/10.2307/2654086>
- Lin, N. (2001a). Building a Network Theory of Social Capital. In *Social capital: Theory and Research* (pp. 3–30).
- Lin, N. (2001b). Social Capital: A Theory of Social Structure and Action. *Structural Analysis in the Social Sciences*. <https://doi.org/10.1086/380538>
- Lip, J. S. (2014). The Effects Of A Career-Planning Course On Community College Students ' Career Self -Efficacy And Career Indecisiveness.
- Liu, K. (2010). Peer group effects on student outcomes: evidence from randomized lotteries.
- Loury, G. C. (1981). Intergenerational Transfers and the Distribution of Earnings. *Econometrica*. <https://doi.org/10.2307/1912506>
- Marc, J. (2002). Le capital social : une introduction.
- Mariot, N. (2009). Peut-on refaire le monde avec des lapsus ? *La Vie Des Idées*, 1–24.
- Méda, D. (2002a). Le capital social : un point de vue critique. <https://doi.org/10.3917/leco.014.0036>
- Méda, D. (2002b). Le capital social : un point de vue critique. *Economie Politique*, 1–7. <https://doi.org/10.3917/leco.014.0036>
- Mhlthsc, M. A., Psych, B., & Johani, A. Al. (2017). The impact of self-esteem , academic self-efficacy and perceived stress on academic performance : A cross-sectional study of Saudi psychology students, 4(3), 51–68.
- Parcel, T. L., & Dufur, M. J. (2001). Capital at home and at school: Effects on student achievement. *Social Forces*, 79(3), 881–912. <https://doi.org/10.1353/sof.2001.0021>
- Portes, A. (1998b). SOCIAL CAPITAL: Its Origins and Applications in Modern Sociology, 1–24.
- Putnam, R. (1996). Robert Putnam responds. *The American Prospect*. Retrieved from http://www.questia.com/magazine/1G1-21090145/robert-putnam-responds%5Cnfile:///Users/gopalakrishnantr/Documents/Library.papers3/Articles/1996/Putnam/1996_Putnam.pdf%5Cnpapers3://publication/uuid/10001F69-CEF7-4F0C-AB46-C933DC10939C
- Sabetti, F. (2009). Democracy and Civic Culture. In *The Oxford Handbook of Comparative Politics*. <https://doi.org/10.1093/oxfordhb/9780199566020.003.0015>

- Sav, D. (2008). Bireysel Kariyer Planlamada Etkili Olan Faktörler Ve Üniversitelerin Etkisi Üzerine Bir Araştırma.
- Vuković, K., Kedmenec, I., Postolov, K., Jovanovski, K., & Korent, D. (2017). The Role Of Bonding And Bridging Cognitive Social Capital In Shaping Entrepreneurial, 1–34.
- Walls, R. (2012). Career Planning.
- Xue, X. (2011). Family Influences On Career Decision-Making Self-Efficacy Of Secondary Vocational Students In China
- Yuen, M., Hui, E. K. P., Leung, T. K. M., Lau, P. S. Y., Chan, R. M. C., & Shea, peter M. K. (n.d.). Career development self-efficacy inventory.

APPENDIX

Survey Instrument for Present Study In Turkish:

Üniversite Öğrencilerinin Uluslararası Kariyer İsteği Araştırması

Bu anket, Sakarya Üniversitesi İşletme Enstitüsü Uluslararası Ticaret anabilim dalında hazırlanmakta olan yüksek lisans tezi için veri toplamak amacıyla hazırlanmıştır. Aşağıda yer alan sorular, üniversite öğrencilerinin uluslararası kariyer yapma isteğini belirlemeye yönelik sorulardır. Araştırmada toplanan veriler söz konusu araştırmanın dışında kullanılmayacaktır. Araştırmaya katıldığınız için teşekkür ederiz.

Doç. Dr. Umut Sanem ÇİTÇİ & Ali SHUIBU

Doğum yılınız	
Cinsiyetiniz	<input type="checkbox"/> Kadın <input type="checkbox"/> Erkek
Bölümünüz	<input type="checkbox"/> Uluslararası Ticaret <input type="checkbox"/> Yönetim Bilişim Sistemleri <input type="checkbox"/> Sağlık Yönetimi <input type="checkbox"/> İnsan Kaynakları Yönetimi <input type="checkbox"/> İşletme
Sınıfınız	<input type="checkbox"/> 1. Sınıf <input type="checkbox"/> 2. Sınıf <input type="checkbox"/> 3. Sınıf <input type="checkbox"/> 4. Sınıf
Uzatma	
Anneleriniz hayatta mı?	<input type="checkbox"/> Evet <input type="checkbox"/> Hayır
Annelerinizin eğitim seviyesi nedir?	<input type="checkbox"/> İlköğretim <input type="checkbox"/> Lise

Üniversite

Lisansüstü

Babanız hayatta mı?

Evet

Hayır

Babanızın eğitim seviyesi nedir?

Üniversite

Lisansüstü

İlköğretim

Lise

Kaç kardeşiniz var?

Hiç

1

2

3

4 ve üzeri

Kaç sivil toplum kuruluşuna üyesiniz? (Cevabınız “hiç” ise alttaki soruyu lütfen geçiniz)

Hiç

1

2

3

4 ve üzeri

Üyesi olduğunuz sivil toplum kuruluşlarının düzenlediği etkinliklere bir yılda ortalama katılım sayınız kaçtır?

Hiç

1

2

3

4 ve üzeri

Kaç üniversite öğrenci kulübüne üyesiniz? (Cevabınız “hiç” ise alttaki soruyu lütfen geçiniz)

Hiç

1

2

3

4 ve üzeri

Üyesi olduğunuz öğrenci kulüplerinin düzenlediği etkinliklere bir yılda ortalama katılım sayınız kaçtır?

Hiç

1

2

3

4 ve üzeri

Üye olmadan destek olduğunuz ve/veya etkinliklerine katıldığınız sivil toplum kuruluşu ya da öğrenci kulübü sayısı kaçtır?

Hiç

1

2

3

4 ve üzeri

Lütfen aşağıdaki ifadeler için evet ya da hayır sütununa X işareti koyunuz.	Evet	Hayır
Ailemde çeşitli amaçlarla yurtdışına gitmiş olanlar var.		
Ailemde uluslararası firmalarda çalışanlar var.		
Ailemde kariyeri sebebiyle örnek aldığım kişiler var.		
Arkadaş çevremde gelecekte yurtdışında çalışmak isteyenler var.		
Arkadaş çevremde Erasmus, Work&Travel vb. programlarla yurtdışına gidenler var		
Yurtdışında kariyer yapmak istersem, bölüm öğretim üyelerinden en az biri bana referans mektubu yazmayı kabul eder.		
Sosyal çevremde çok farklı iş alanlarında çalışan tanıdıklarım var.		

Lütfen aşağıdaki ifadelere ne derece katıldığınızı X işareti koyarak belirtiniz.

1. Hiç katılmıyorum; 2 Kısmen katılmıyorum; 3 Ne katılıyorum ne katılmıyorum; 4. Kısmen katılıyorum; 5. Tamamen katılıyorum

Aileme her konuda güvenirim.	1	2	3	4	5
Ailem arkadaşlarımı tanır.	1	2	3	4	5
Kariyerimle ilgili kararlarımı ailemle değerlendiririm.	1	2	3	4	5
Yurtdışında çalışmak istersem ailem bu kararıma karşı çıkar.	1	2	3	4	5
Gelecekte kolay iş bulabilmem için ailem her fırsatta beni birileri (eş-dost, iş arkadaşları, uzak akrabalar vb.) ile tanıştırır.	1	2	3	4	5
Akraba çevrem geniş olduğu söylenebilir.	1	2	3	4	5
Arkadaşlarıma her konuda güvenirim.	1	2	3	4	5
Arkadaşlarımin ailesinin ne iş yaptığını merak ederim.	1	2	3	4	5
Kariyerimle ilgili kararlarımı arkadaşlarımla değerlendiririm.	1	2	3	4	5
Arkadaşlarım bir kariyer fırsatı yakaladıklarında, bu fırsattan yararlanmam için benimle de paylaşırlar.	1	2	3	4	5
Arkadaşlarım bir karar alacakları zaman benim fikrimi önemser.	1	2	3	4	5
Arkadaş çevrem geniş olduğu söylenebilir.	1	2	3	4	5
Arkadaş çevremi genişletmek için özel bir çaba gösteririm.	1	2	3	4	5

Bölüm öğretim üeleriyle ders dışında iletişim kurarım.	1	2	3	4	5
Kariyerimle ilgili bir kararı bölüm öğretim üeleri ile değerlendiririm.	1	2	3	4	5
Bölüm öğretim üeleri yurtdışında kariyer yapmam için beni cesaretlendirir.	1	2	3	4	5
Sivil toplum kuruluşları (STK) sosyalleşmek için önemli bir araçtır.	1	2	3	4	5
Karşılaştığım bir sorunu tanıdıklar vasıtasıyla çözerim.	1	2	3	4	5
Sosyal çevrem bana kişisel yeteneklerimi keşfetmemi sağlayacak fırsatlar sunar.	1	2	3	4	5
Sosyal çevrem bana farklı kariyer olanaklarını keşfetmemi sağlayacak fırsatlar sunar.	1	2	3	4	5
Sosyal çevrem sayesinde tek başıma yapamayacağım şeyleri yapabilirim.	1	2	3	4	5
Yeterince çalışırsam zorlu problemlerin her zaman üstesinden gelebilirim.	1	2	3	4	5
Birileri bana engel olsa bile, istediğimi elde etmenin yollarını bulabilirim.	1	2	3	4	5
Hedeflerime bağlı kalmak ve onlara ulaşmak benim için kolaydır.	1	2	3	4	5
Beklenmedik olaylarla etkin şekilde baş edebileceğimden eminim.	1	2	3	4	5
Sahip olduklarım sayesinde, öngörülemeyen durumlarla nasıl başa çıkacağımı bilirim.	1	2	3	4	5
Gerekli çabayı sarf edersem çoğu problemi çözebilirim.	1	2	3	4	5
Zorluklar karşısında soğukkanlı kalabiliyorum çünkü üstesinden gelme yeteneklerime güveniyorum.	1	2	3	4	5
Bir problemle karşılaştığımda, genellikle pek çok çözüm bulabilirim.	1	2	3	4	5
Başım belada ise genellikle bu durum için bir çözüm düşünebilirim.	1	2	3	4	5
Genellikle önüme çıkan şeylerle başa çıkabilirim.	1	2	3	4	5

Mezun olduktan sonra (size uygun olan ifadeyi işaretleyiniz)

Yurtdışında çalışmayı hiç düşünmem. (Bu seçeneği işaretlediyseniz alttaki soruları lütfen cevaplamayınız)

Kısa süreli de olsa yurtdışında çalışmak isterim.

Kariyerimin büyük bir kısmını yurtdışında çalışarak geçirmek isterim.

Aşağıdakilerden hangileri yurtdışında çalışma kararınızı etkiler, lütfen 1,2,3 şeklinde sıralayınız.

Tecrübe kazanmak Kariyer olanaklarından yararlanmak
Dil öğrenmek ve/veya geliştirmek

Yurtdışının ekonomik ve sosyal olanaklarından yararlanmak

Yurtdışının kültürel farklılıklarını keşfetmek

Türkiye şartlarından uzaklaşmak

Diğer.....

Kariyerinizde yurtdışında çalışma imkanı bulsanız çalışmak isteyebileceğiniz ilk üç ülkeyi yazınız, gerekçesini kısaca belirtiniz.

1.

.....
.....

2.

.....
.....

3.

.....
.....

Herhangi bir yabancı dil biliyor musunuz? Yabancı dil seviyeniz nedir?

Bilmiyorum Evet, Temel seviye (A1-A2) Evet, Orta seviye (B1-B2) Evet, İleri seviye (C1-C2)

CURRICULUM VITAE

Ali Shuibu was born in 1988 in Ntumbaw, village in Northwest region, cameroon. In 2010 after BACCALAUREAT A4 ALLEMAND was involved into French Language teaching and entrepreneurship. In 2011 was admitted in the department of Accountancy in the University of Buea. In 2014 after graduating with honor Ali Shuibu started job as agent of Orange and worked at that company till, he was accepted to Turkiye Burslari program in 2015 and was admitted in Sakarya University in the Department of International Trade for masters program.