

FACTORS INFLUENCING APPLICANT ATTRACTION TO JOB OPENINGS

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## **ABSTRACT**

### **FACTORS INFLUENCING APPLICANT ATTRACTION TO JOB OPENINGS**

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The main purpose of the present study was to explore the effects of characteristics of information given in a job advertisement (amount of information and the specificity of the information) on the potential applicants' willingness to apply to the job opening with the mediating roles of credibility of and satisfaction from the information, and attraction to the organization. In addition to that, the factors affecting the decision of the applicants to apply for the job posted such as application modes (internet, by hand in the same city the applicant lives, by hand in a different city than the applicant lives), different selection methods (interview, personality test, knowledge test), and personality characteristics (goal orientation and self-efficacy) were investigated. The study was conducted in three phases. In the first phase, one hundred and seven Middle East Technical University (METU) students were used to decide between two alternatives of goal orientation and two self-efficacy scales, which were translated into Turkish and adapted for the current study, to be used in the main study by determining the validity and reliabilities of the scales. The second phase was the manipulation check, conducted to test the clarity and meaningfulness of the newly developed job

advertisements and questions related to the research hypotheses. Thirty-two METU students were used for the second phase. The final phase was the main study. One hundred and fifty four METU students from Electrical and Electronics Department were used to examine the hypotheses of the study. The students were randomly assigned to the three different versions of job advertisement. Additionally, a questionnaire package was given to each participant. The results supported most of the main hypotheses and the proposed model except for the mediating effect of satisfaction. Advertisement type affected the willingness to apply to the job of potential applicant and this relation was mediated by credibility and credibility was mediated by attractiveness to the organization. A main effect of application mode was found for change in application decision, but no interaction was found between application mode and different attraction levels. Goal orientation found to be affecting applicants' decision change for different selection methods. Self-efficacy failed to predict decision change for application for different selection methods. Results are discussed along with the strengths and limitations of the study and suggestions for future research.

Keywords: Job advertisement, amount of information, specificity of information, credibility of information, satisfaction with information, attraction to organization, willingness to apply, application mode, selection methods, goal-orientation, self-efficacy.

## ÖZ

### İLAN EDİLMİŞ BİR İŞİN ÇEKİCİLİĞİNE ETKİ EDEN FAKTORLER

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Bu çalışmanın temel amacı bir iş ilanında verilen bilginin özelliklerinin (uzunluk ve ayrıntı derecesi) iş başvurusu yapacak potansiyel kişilerdeki başvuru yapma istekliliğini; bilginin güvenilirliği, bilgiden alınan tatmin ve ilanı veren organizasyonun çekiciliği aracı değişkenleri vasıtasıyla etkilenip etkilenmediğini araştırmaktır. Buna ek olarak, başvuru kararının değişiminde, farklı başvuru yolları (internetten, aynı şehirdeki ofise elden başvuru, farklı şehirdeki ofise elden başvuru), farklı seçim metotları (mülakat, kişilik testi, bilim sınavı) ve kişilik özellikleri (hedef yönelimi ve öz yeterlilik) gibi faktörlerin etkileri araştırılmıştır. Bu amaçla, çalışma üç ayrı aşamada yürütülmüştür. İlk aşamada, Türkçe'ye çevrilmiş ve çalışmaya adapte edilmiş iki "hedef yönelimi" ve iki "öz yeterlilik" ölçeklerinden hangilerinin ana çalışmada kullanılacağını belirlemek amacıyla ölçeklerin güvenilirlik-geçerlikleri incelenmiştir. Bu aşamada değişik bölümlerden 107 Orta Doğu Teknik Üniversitesi (ODTÜ) öğrencisi kullanılmıştır. İkinci aşamada kullanılacak olan ölçümlerin ve yaratılan iş ilanlarının ne kadar anlaşılır ve anlamlı olduğu ve yapılan manipülasyonların etkili olup olmadığı araştırılmıştır. Bu aşama için otuz iki ODTÜ Elektrik ve Elektronik Mühendisliği Bölümü öğrencisi

kullanılmıştır. Son aşama ana çalışmayı içermektedir. Çalışma hipotezlerini incelemek için yüz elli dört ODTÜ Elektrik ve Elektronik Mühendisliği Bölümü öğrencisi kullanılmıştır. Üç farklı iş ilanından birini ve araştırma ölçeklerini içeren bir paket öğrencilere seçkisiz atama ile dağıtılmıştır. Sonuçlar ana hipotezleri ve teklif edilen modeli, bilgiden alınan tatmin değişkeni dışında doğrulamıştır. İş ilanında verilen bilginin özellikleri kişilerdeki başvuru yapma istekliliğini etkilemekte ancak bu ilişki, bilginin güvenilirliği aracı değişkeniyle etkilenmekte ve ilanı veren organizasyonun çekiciliği ise bilginin güvenilirliği ile başvuru yapma istekliliğinin değişkenleri arasında aracı değişken görevi görmektedir. Farklı başvuru yollarının başvuru yapma kararı üzerinde ana etkisi bulunmuş fakat bu ilişkide farklı çekicilik seviyelerinin bir etkisi bulunamamıştır. “Hedef yönelimi” kişilik özelliğinin etkisiyle farklı seçim metodlarının başvuru kararını yordadığı bulunmasına rağmen “öz yeterlik” kişilik özelliği farklı seçim metodlarının başvuru kararı üzerindeki etkisini yordamamıştır. Çalışmanın istatistiksel sonuçları, kısıtlamalar ve ilerideki çalışmalar için öneriler ile birlikte tartışılmıştır.

Anahtar Kelimeler: İş ilanı, bilgi miktarı, bilginin ayrıntı derecesi, bilginin güvenilirliği, bilgiden alınan tatmin, organizasyonun çekiciliği, başvuru yapma istekliliği, başvuru yolu, seçim metodu, hedef yönelimi, öz yeterlilik.

To İlker and Our Families,



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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Overview**

For most of the job seekers, job search begins with unsure feelings about whether they could do well in the job market as they do not know things like other potential job alternatives, the number of other applicants, and their relative position to the other applicants (Rynes, 1991). The applicants might feel that they are in a disadvantaged position when compared to employers. As job seekers depend their perceptions about the organizations to the recruitment process during job search, organizations may gain their confidence within the process. Thus, they may influence the attraction of applicants to a job opening.

Recruitment is the primary tool for attracting applicants (Rynes, Heneman, & Schwab, 1980; Rynes & Boudreau, 1986). Recruitment refers to an organization's activities carried with the aim of identifying and attracting potential employees. Thus, recruitment is an attraction process which influences both the quality and the quantity of applicants and job acceptors gathered from the predictor information (e.g. application blank) (Boudreau & Rynes, 1985; Cascio, 1991). Having a large and qualified applicant pool is important for the organizations in the sense that the organization could be more selective (as the selection ratio would be lower) which results in better hires and post-hire outcomes to both organizations and individuals in terms of increased performance (Carlson, Connerley, & Mecham III, 2002). Attraction activities are important to have the top candidates for a given job opening (Carlson et al., 2002).



Recruitment could be seen as a process that also goes in line with selection, thus the boundaries in which one ends and other begins are not clear. For instance, Rynes, Heneman, and Schwab (1980) suggested that recruitment continues up to the point an organization decides to accept or reject a job applicant. Therefore, recruitment also corresponds with selection up to the point of offering a position or eliminating an applicant. Moreover, it was proposed that many activities may be discussed under the name of either recruitment or selection depending on the situation (Boudreau & Rynes, 1985). For instance, job specifications at an advertisement to create an applicant pool could be considered as a recruitment activity, which also could be regarded as a selection method as it differentiates the potential qualified applicants from the unqualified ones. Therefore, highly specific job descriptions and qualifications decrease the probability of unqualified applicants applying to a job (Mason & Belt, 1986).

On the other hand, when it comes to study variables affecting applicant pool quality and quantity, the process was regarded as recruitment separate from selection. For instance, when Saks, Leck, and Saunders (1995) studied applicant reactions, they separated recruitment and selection, and focused on application blank as a recruitment procedure to measure applicants' job pursuit intentions in the presence of discriminatory items such as gender, marital status, age, and ethnic/cultural/racial group. Rynes and Barber (1990) also cleared their study's boundaries as attraction rather than selection when studying the activities that were developed to increase the number and the quality of potential applicants. Thus, they considered recruitment as a method of attraction activities. In the current study, the major interest is to influence applicants' willingness to apply for the job. So the procedures used would be regarded as recruitment activities.

In earlier studies, selection (rather than recruitment) was more popular among researchers. However, Guion (1976) stated that even selection processes were studied more; recruitment was not a less important issue. To have a range restriction or skewed distribution of the applicant characteristics is always welcomed if it represents surplus of qualified applicants, as it

shows the success of the recruitment process that forms the applicant population from which the future employees would be selected. However, even the perceived importance of recruitment practices to the researchers; employers claim that they have limited money to spend for recruitment activities. Hence, researchers were pushed to find a cost-effective way to obtain a qualified applicant pool (Rynes, 1991).

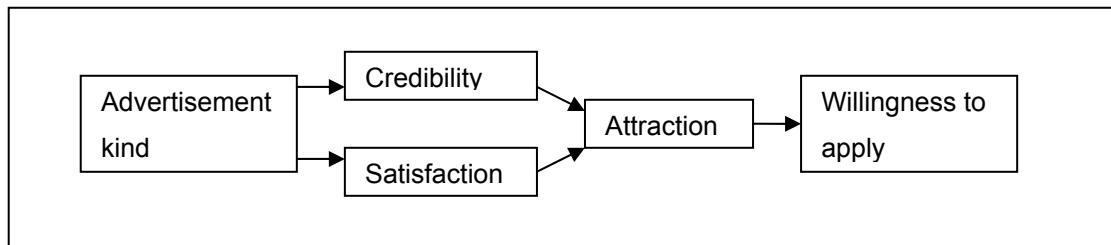
In the formal recruitment evaluation post-hire outcomes were studied frequently rather than the direct effect of recruitment over the job seeker (Connerley, Carlson, & Mecham, 2003). However, post-hire outcomes were not well fitted for the evaluation of recruitment activities of applicants. For instance, when moderators such as pre-hire knowledge and experience were controlled, recruitment activities were not found to be predictive of post-hire outcomes such as voluntary turnover or performance (Williams, Labig, & Stone, 1993). Moreover, Connerley, Carlson, and Mecham (2003) suggested that there were many other processes (e.g., selection methods) in between recruitment and post-hire outcomes; therefore it is a long interval, which is open to many other confounding variables. In the present study, pre-hire outcomes of recruitment, such as attraction, were examined.

The importance given to the recruitment function by the organizations depends on the labor market tightness as well as the position of the organization in the market (Guion, 1976). If an applicant believes that he or she has the opportunity to find a job other than the present one (the one in the advertisement), then the probability of applying may decrease. Therefore, if the availability of the necessary talent requires competency between organizations, then recruitment may become a priority of expenses. Sources that yield more “number”, “quality” or “qualification” would be applied regardless of their cost to the organization (Guion, 1976). As applicant quality is also affected by the characteristics of a job opening, so effective advertising that includes messages that attract most of the qualified applicants gains importance.

Attraction is the first outcome of the recruitment activities, and suggested to be the most important of all as without attraction other

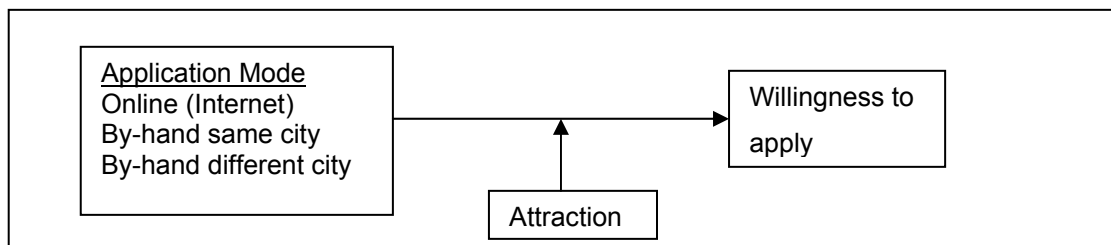
processes cannot even get started (Connerley, et al., 2003). The other two activities are status maintenance and job acceptance (Rynes, 1991). In the current study focus was on attraction. The main aim of the present study was to explain applicants' reactions towards a recruitment advertisement for a given job with a model in terms of their willingness to apply or not to apply to the job with the mediating effects of credibility, satisfaction, and attraction.

The model could be summarized in the figure given below (see Figure 1). It was hypothesized that advertisement kind will affect willingness to apply but this relation will be mediated by first credibility and satisfaction, and then with attraction.



**Figure 1 Model**

Following the model, the factors affecting willingness to apply and the application decisions of applicants were also examined. Therefore, change in willingness to apply was inspected for different application modes with the interaction of attraction as in Figure 2. Also the effects of advertisement kind on the willingness to apply were analyzed. For the application decision change, the role of different selection methods was examined together with the influence of personality characteristics (goal orientation and self-efficacy).



**Figure 2 Effect of Application Modes for Different Attraction Levels**

## **1.2 Factors Affecting Attitude Change toward Job Advertisements**

In the following sections the theoretical background for the model presented above was given by examining the literature for each factor separately. Support for the relation between the factors was also presented.

### **1.2.1 Characteristics of the Information Presented in the Job Advertisement**

One of the ways to inform potential applicants about job openings is advertising. Advertising can be done via different media such as face-to-face, video, audio, or text, and they will all have different influences (Allen, Van Scotter & Otondo, 2004). It was founded that media channels such as video, audio, face to face, text used to convey recruitment message has an impact on pre-hire outcomes such as credibility of and satisfaction with the information given (Allen et al., 2004). Thus, pre-hire outcomes were positively related to attitudes toward an organization and joining to the organization. By using research scientists in a large organization as sample, Breugh (1981) also showed that the sources of recruitment, such as, newspaper advertisement, college placement office, professional journal/convention advertisement, self-initiated or referral by a current employee, is strongly related to post-hire outcomes such as job performance, absenteeism, and work attitude.

The message is an indispensable part of job advertisement, and could be given as a text, which is one of the sources of information. The current study investigates text as source of the job advertisement, regardless of the medium used to send it (newspaper, job-post, or web page). Text could be presented on many different mediums so that, the characteristics of information presented on a text also would be useful when studying the decisions of applicants.

The Information presented on a job advertisement about a job opening is important as it clarifies the views of the job seekers about what the job entails. Thus, information in advertisements includes messages that reduce uncertainty (Abernethy & Franke, 1996). Additionally, in the long run individuals who accept a job offer from an organization and, who were provided with accurate information during the recruitment process, will be more satisfied with their jobs than less accurately and less completely informed individuals (Wanous, 1978).

In the presence of an organizational representative such as a recruiter, the information about the organization could be obtained from this representative of the company, such as; a well-prepared recruiter may indicate general efficiency of the organization (Rynes, 1991). However, in the current study as advertisements only include texts (not people) and all the information an applicant could obtain about the organization is the written words. Therefore, the amount of the information given in an advertisement would influence the decisions of the applicants (Barber & Roehling, 1993).

Mason and Belt (1986) founded that when the applicant qualifications were specified in a job advertisement, it reduces the amount of unqualified applicants when qualification was based on the acceptable major and the GPA's of the applicants. So the advertisements that have job specifications as well as job description will gather more qualified applicant pool (Connerley et al., 2003). In the current study, the presence of job descriptions and specifications was taken as the least amount of information given in the small amount of advertisement.

The amount of information available on a job post was found to be influencing the decisions of applicants (Barber & Roehling, 1993). The least attractive job post was found to be the one, which provides the least information. It was suggested that company advertisements that provide more details (as it is an early stage of recruitment) could gain advantage in the competitive market.

Yüce and Highhouse (1998) showed that job advertisements that contain more information were perceived as more attractive even the

provided information were not highly relevant (when the physical space used varies with the amount of information). However, highly relevant additional information was also perceived as more attractive than lowly relevant one.

Certainly the applicants have the opportunity of searching the company later, however; again this search would begin with an initial interest of the applicant in the company. Some researchers argue that recruitment image of a company in advertisements which enhances as the amount of the information increases, is positively related to the applicants' intentions to pursue employment within an organization (Gatewood, Gowan, & Lautenschlager, 1993). They argued that, the amount of information presented in advertisements increase the perceived recruitment image and in turn the intentions to apply for the job. However, there may be other mediators that affect the amount of information variable's effect on application behavior (such as perceived credibility).

In addition to the amount of information presented in a job advertisement, the content and the kind of the information is also important. For instance, in job ads if information is relevant to the job or organization, the vacancy was found more favorable (Yüce & Highhouse, 1998). Additionally, when the relevant information is specific (rather than general) it changes the applicants' attitudes toward the job and the organization because the potential applicants' information about the job and organization increases (Feldman, Bearden, & Hardesty, 2006). They also showed that specificity impacts on perceived appropriateness of jobs, perceived truthfulness of the ad, and attitude towards the ad and organization.

Regardless of the source, once an advertisement gains the attention of job seekers, it should continue to keep their interest on. At that point the content of the advertisement gains importance (Belt & Paolillo, 1982) and information given in advertisements such as organizational characteristics influences the nature of the applicant qualifications (Rynes & Boudreau, 1986).

Kaplan, Aamodt, and Wilk (1991) found that advertisements that contain company benefits, list salary description, and give advertisement of

more than one position, received larger applicant pool than the advertisements lacking these contents. Therefore this kind of information additions to job descriptions and specifications add power to the impact of the advertisement over the qualified applicants.

Specificity of the information provided was also considered previously as message concreteness, which is the degree of detail and specificity about objects; actions etc.; is one of the factors that attract people and hold their attention (Macklin, Bruvold, & Shea 1985, MacKenzie, 1986). Message concreteness theory was also adapted to advertising as information (message) specificity in advertisements (Feldman et al., 2006).

They found that information specificity impacts on perceived appropriateness of the job advertisement, perceived truthfulness of the ad, attitude towards the ad and attitude toward the company, as increase in specificity positively influences those outcomes. Additionally, Mason and Belt (1986) found that highly specific job descriptions and qualifications decrease the probability of unqualified applicants applying to a job, whereas, unspecific job descriptions and specifications decrease the number of qualified applicants. Therefore, specificity of the information maximized the difference between the response rates of qualified and unqualified applicants. However, when the aim is not maximization, then, vague job descriptions with highly specific job qualification lists were preferred by most of the qualified applicants.

Apart from the content of the information, when the amount of information was studied one point that was examined was set-size effect. Set size effect is a theory that received attention of research on information and attribution decisions (Davidson, Yantis, Norwood, & Montano, 1985; Yüce & Highhouse, 1998). Set size effect was described as an influence of the increase of the amount of information presented, resulting in the increase of the response magnitude regardless of the value of the information (Yüce & Highhouse, 1998).

There was a set size effect found over the perceived attractiveness of a job advertisement (Yüce & Highhouse, 1998). However, the study also

showed that there was a considerable effect of the amount of the physical space occupied by an advertisement on attraction. Thus, when the used space for an advertisement was kept constant (by increasing the font size), the addition of less relevant information decreases its effect on attractiveness. Therefore, Yüce and Highhouse (1998) offered that when an advertisement lacks relevant job attributes, the physical size of the advertisement may be used as a tool, indicating some organizational characteristics to the job seeker (they may perceive large space as the firm size or the importance given to recruitment by the company etc.).

In line with the above findings, studies showed that the information given in an advertisement despite the medium used affect the intentions of the job seekers by influencing their perceptions about the organizational information provided (Cober, Brown, Levy, Keeping, & Cober, 2003). The information was stated as the compensation perceptions, organizational culture perceptions and the perceptions about training and development opportunities having an effect on the organizational attraction (Cober et al., 2003).

In the current study, the aim was to find the effect of the amount and the kind of information presented on a job ad text on the willingness of the potential applicants regardless of the aesthetics (use of color, graphic design) of the ad. The advertisements were presented in three different types. The first differentiation was done with their length. Of those three advertisements, one differed from the other two in terms of its length: one advertisement with short amount of information and two advertisements with large amount of information. The content of “short amount” would be job specifications and job descriptions for the job. The two large amount advertisements would present additional information about the culture, benefits, salary and promotion, in addition to job descriptions and job specifications (same with the “less amount”). However, the two large amount advertisements will differ from each other with the specificity of the information given. One will give broad words when defining the extra information (such as: satisfying starting salary) and the other will give specific information (such as: 2.000YTL



starting salary). It is aimed to find influence of information amount on credibility and satisfaction, which were affecting by attraction. And in the long run it was aimed to find influence on application willingness. The set-size effect would be controlled by equalizing the space used for less amount of information advertisement with more amount of information by increasing font size and space between lines (12 font size and 1 line spacing for long advertisement whereas, 12.5 font size and 1.5 line spacing for the short one). Therefore, even two of the advertisements have larger amount of information, all three will cover the same amount of space on paper.

### **1.2.2 Credibility of Information**

In the previous section, it was stated that the kind of information given in an advertisement influenced application willingness to apply. This relation is expected to be mediated by certain variables such as credibility of the information, satisfaction with the information and attraction to the organization.

Credibility of the information (message) and source are important in terms of persuasion and attitude change (Hovland, Janis, & Kelley, 1953). According to them, there are three determinants for the credibility of source; trust to the intentions and motivations of the source, expertise on the subject, and likeability of the source. In addition, it was found that the source, which gives both favorable and realistic unfavorable information about an organization, was viewed more credible than the ones giving only favorable information (Fisher, Ilgen, & Hoyer, 1979). However, extremely negative information could also create an inverse effect and result in decrease in attraction to the organization and the job by highly qualified applicants (Bretz & Judge, 1998).

In the “Realistic Job Preview” literature, credibility was studied together with specificity and breadth of the information presented (Breugh & Billings, 1988). It was stated that Realistic Job Previews are designed to

make presentations of jobs and organizations in a “realistic” manner to attract applicants to accept job offers. Therefore, to be realistic, they should convey accurate information, which could be reached by sufficiently, detailed information (specificity) and broad scope of information (large range of topics). Realistic job previews, like job advertisements are designed to attract applicants to the job and organization by increasing credibility with message content and characteristics.

In addition to specificity and breath of information, the positive/negative information given in realistic job previews was also studied (Thorsteinson, Palmer, Wulff, & Anderson, 2004). They found that realistic information (that includes negative information as well as positive) enhances the attraction to the organization. However, when the mediating effect of the source credibility was entered to the relation, no mediation effect was found. Therefore, even negativity/positivity of the information failed to find mediating effect of credibility, specificity and the amount of information could show a mediating effect of credibility.

A communicator who gave detracting information other than his or her own stand was seen more credible than the ones giving only the information that supports his or her own position (Chaiken & Stangor, 1987). It was found that when the communicator was perceived as credible, she/he had more influence on the audiences (Cook, 1979). Also the expertise and trustworthiness were stated to be important determinants of the credibility of the recruiters and recruitment messages (Breaugh & Starke, 2000).

In the literature, in studies dealing with credibility of the source, humans were used as the source of given speech or text generally while doing the experiments. Hong (2006), however, did not use humans as information providers and found that for the credibility of a web site providing medical information; only the message features were predictive of message credibility regardless of the structural features such as navigation tools, privacy policies. Therefore he suggested that credibility perceptions are contingent on the message content and its type.

Thus, credibility should be still important for messages when the communication medium is an advertisement text. In their research, Allen et al. (2004) could not find a relationship between the amount of information given in different sources and the perceived credibility. In the current study, the amount of information presented in a job advertisement text is used to predict the perceived credibility regardless of the medium used.

The aim of organizations for the selection purposes is to attract applicants via their advertisements. Thus, credibility is an important variable since it leads to attraction and willingness, so organizations should try to have credible advertisements. This finding goes in line with the amount and the specificity of the information.

In the current study, the purpose was to examine the extend to which credibility is influenced by characteristics of the information given in a job advertisement. As the amount of the information increases and as the information becomes more specific, credibility is also expected to increase.

### **1.2.3 Satisfaction with Information**

In the organizational literature “communication satisfaction” concept was used for relationships between communication and satisfaction (Downs & Hazen, 1977). “Communication satisfaction” generally refers to the satisfaction of the employees with the communication opportunities within an organization. It is successful communication between the individuals with the right message. The message which is carried in communication is also a part of job advertisements with which the companies have chance to communicate themselves to their potential employees.

In recruitment processes, advertisements are seen as job marketing. Consumer satisfaction policies focus on the general image of the organization in the eyes of the consumer (Rynes, 1991). Business image is more abstract than service quality (Flavian, Torres, & Guinaliu, 2004). Therefore, recruitment satisfaction would also be reached through the image

of the job and the organization that is gathered from the job advertisement which is fairly abstract.

Satisfaction from information presented on a job advertisement is an affective response given to an advertisement's content (Allen et al., 2004). More information would provide richness to the content of an advertisement and as the information increase; the cues about the job and organization would also increase. It would become more interesting as the information provides more information if it is related with the needs of the receiver. Moreover, giving specific information will satisfy the ad readers' more than general ads.

Satisfaction with the entire processes of recruitment and the likelihood of accepting a job offer were significantly related to the content of the information provided to the applicants (compensation/benefits, job/career, and security/success issues) and the interpersonal skills of the recruiter (Maurer, Howe, & Lee, 1992). Additionally, satisfaction with the information was found to be influenced by the amount of information provided in a source and, the credibility also has influence on the perceptions about the organizational attractiveness (Allen et al., 2004).

Current study attempted to find that satisfaction will be affected by characteristics of the information given in a job advertisement. Moreover, satisfaction is proposed to affect attraction to the organization and to have an indirect effect on the application willingness.

#### **1.2.4 Perceptions about the Organizational Attractiveness**

Applicants screen out as many employers as they can early in the job search process, which increases the risk of organizations to lose their potential applicants if they are not sufficiently attracted to the organization (Barber & Roehling, 1993). Applicants' thoughts for an organization during the recruitment process start to be formed with the advertisements. The

benefit of attraction to the organizations is its relation with intentions to apply to the job (Reeve & Schultz, 2004).

As job seekers are generally introduced first to an advertisement about a job opening, recruitment image is also being formed as well as general perceptions of the organizational attractiveness (Allen et al, 2004; Gatewood et al., 1993). Belt and Paolillo (1982) founded that the firm's image influenced the applicant responses to the advertisements, thus, when the corporate image was high more responses received rather than when it was low. Therefore, more attraction would result in more applicants.

Later, Yüce and Highhouse (1998) showed that the physical space used by the advertisement in a newspaper was important in the perceived attractiveness of the company (set size theory). They suggested that even when an advertisement lacked relevant information about the job, the physical size of the text might be attributed to job characteristics, therefore the larger size might be perceived as more attractive.

Gatewood at al., (1993) found that when recruiters provided more information to applicants, their application behavior was positively influenced with enhanced company image.

Information provided to the applicants in an advertisement significantly increases the attraction of applicants to the organization, especially when the information is related to compensation (Barber & Roehling 1993), culture (Cable, Aiman-Smith, Mulvey, & Edwards, 2000) and development opportunities (Turban, 2001). Moreover, a study done by Cober et al. (2003) on web site attractiveness founded that organizational attributes perceptions (as information such as compensation, benefits etc.) accounted for a significant amount of variance in organizational attraction regardless of the medium used in the recruitment advertisement. A study found that the attraction to different organizational characteristics was not the same for every individual (Turban & Keon, 1993). Thus, organizations would have the chance to attract the employees in a way by increasing the qualified applicants and decreasing the unqualified ones by way of providing more and specific information.

Use of applicant population” rather than the “applicant pool” was considered through the literature of applicant attraction (Turban, 2001). Applicant pool is the group of individuals who already choose to apply for the job; however, applicant population is the group of individuals which the organization aims to attract. Turban (2001) suggested that applicant population would give crucial results for attraction as it included the potential applicants, which were targeted by the organizations, rather than the ones that have already decided to apply. Therefore, studying with applicant population rather than applicant pool could be more beneficial for studying organizational attraction (as this study does).

In the present study, it was hypothesized that perceptions about organizational attractiveness are affected by the credibility of and satisfaction from the information, and it would determine willingness to apply for the job.

### **1.2.5 Willingness to Apply**

Job seekers’ application decisions have critical results for both organizations and the job seekers. Even if an organization had the most effective selection, its value has no impact if no qualified job seekers apply for the job. Deciding on a job to apply is time consuming for the applicants, so to avoid exerting extra effort, potential applicants may choose not to apply (Barber & Roehling, 1993).

Previous research often ignored the variables that influence job seekers application decisions and withdrawal from the job search process (Rynes & Barber, 1990). At this point, the reasons for job pursuit gains importance because it is the job seekers perceptions and decisions about recruitment strategies that shape the quality and the size of the applicant pool (Barber & Roehling, 1993).

Job seekers look for variety of information (such as compensation, culture, organizational justice etc.) when they are making decisions about applying to a job, or pursuing their job applications. When the job seeker

makes a decision via a job advertisement, they mostly use the information given on the ad (Cober et al., 2003). One other factor was found to be firm reputation, which had a positive relation with the number of applicants applying and applicant's actual job pursuit intentions (Turban & Cable, 2003).

Willingness to apply is the end behavior in the proposed model, which, will be explained in the following sections. Organizations expect that most of the appropriate candidates will decide to apply after considering the job advertisement. This variable is expected to measure the intentions of participants to apply for the job. The model concerning all the factors above will be discussed in progressive sections (for model see Figure 1).

### **1.3 Factors Affecting Application Decision**

In the previous sections, the theoretical background for the proposed model (Figure 1) was examined. In the following sections, factors affecting the application decisions of the applicants will be discussed together with the support from literature. First, the mode of application for the job (online submission, by-hand submission by going to the office of the company in same city as the applicant lives, and by-hand submission by going to the office of the company in a city other than the applicant lives) will be examined as a factor affecting applicants' application decision. Then, the application decision change will be examined for different selection methods (interviews, knowledge tests, and personality tests). To better understand the effect of selection methods, process appropriateness and the procedural justice ratings for different selection methods will also be inspected. Furthermore, the influence of personality characteristics on the application decision change when faced with different selection methods will also be studied.

### **1.3.1 Mode of Application**

Mode of application is one important thing that affects the willingness of applicant to apply for a job (Barber & Roehling, 1993). Considering the influence of an advertisement on the perceptions of the candidates about the job and the organization, it is expected that more positive perceptions will yield to decision of application to apply to the job even when the application mode requires too much effort (such as going to another city to apply by hand).

Barber and Roehling (1993) used Verbal Protocol Analysis to examine the decisions of going to an interview for a job opening which was presented on a job post. Nearly half of the subjects who decline an interview offer showed the location where the interviews would take place as the primary reason of declining, indicating that the location might have influence on application decisions of job seekers depending on the characteristics of the job information provided.

In the current study, three application modes would be considered: online submission, by-hand submission by going to the office of the company in same city as the applicant lives, and by-hand submission by going to the office of the company in a city other than the applicant lives. The aim was to find an influence of attraction in the change of application decision for different application modes. For organizations that were perceived as highly attractive, willingness to apply to the job would be high and the way of submitting the application blank would not have high impact on the willingness. However, it is also expected to find that as the perceived attractiveness decreases, the willingness to apply would also decrease and the submission way would have a differential effect on it. Therefore, while submitting the application form online would not have much effect on willingness, going to another city to submit the form would have great influence on the willingness to apply.



### **1.3.2 The Kind of Selection Method**

Even potential applicants initial evaluations about the job (advertisement message) was positive, their application decision may change with presentation of new information about procedures regarding selection. For instance, the presentation of selection procedure information during the application period (e.g. in the job ad or on the application blank) would have influence over the willingness to apply for the job. The unwillingness of the applicants to apply for a job might be an indicator of their perceptions of the fairness of the selection methods.

Truxillo, Steiner, and Gilliland (2004) suggested that applicants hold expectations about the selection process. If those expectations do not match with the organization's actual selection practices, perceptions of unfairness may arise. Therefore, they argued that providing information early in process may result in realistic expectations of applicants. Thus, providing information may increase their fairness perceptions even it may influence their willingness to apply.

Publicly well-known practices of selection such as unstructured interviews are easily accepted by most of the applicants (Steiner & Gilliland, 1996). Therefore, the perception of fairness is influenced by what the applicants expect to confront with (face validity) as a selection method. Unusual practices such as personality tests may lower applicants' fairness ratings. For instance, in France the wide spread use of graphology increased its perceived fairness, as it was seen as a face valid technique regardless of its low predictive validity. But the same procedure was rated low with North American (Steiner & Gilliland, 1996), Portuguese and Spanish subjects (Moscoso & Salgado, 2004).

In the current study three selection methods; interview, personality test and knowledge test will be presented to the potential applicants to examine those methods' influence on the application decision change. Firstly, to better understand the applicants' reactions to different selection methods, perceived process appropriateness and procedural justice for these methods will be

examined. Then the methods' influence on the application decision change will be examined for two different personality characteristics (goal orientation and self-efficacy). Therefore, if differences were found in the application decision change for different selection methods, than a discussion of presenting or not presenting selection information in the very early stages of recruitment would be initiated.

### **1.3.2.1 Process Appropriateness and Procedural Justice of Selection Methods**

Different selection methods result in different perceptions in the applicants (Smither, Reilly, Millsap, Pearlman, & Stoffey, 1993). When the perceptions of the applicants were examined it was found that scientifically valid selection methods are not always found as valid by the applicants (face validity) and vice versa (Hunter & Hunter, 1984). For instance, unstructured interviews are commonly used by organizations and generally receive high face validity ratings from the applicants regardless of its low criterion related validity results (Smither et al., 1993). Therefore, it is important to understand applicants' reactions to different selection methods in terms of justice and appropriateness, as well as the effects of these selection methods on their application decisions.

When the aim is to find out what applicants think about the selection methods used, appropriateness of different methods will change for different jobs and regions. For instance, graphology found more appropriate for the French samples as it is widely used in France and interviews were found suitable in different countries (Steiner & Gilliland, 1996).

Procedural justice perceptions have impact on individuals and the organizations. From the individual perspective, selection methods that are perceived as unjust would decrease their intentions to apply for an organization (Gilliland, 1993) as well as accepting the job offers (Macan, Avedon, Paese, & Smith, 1994). Therefore, when organizations decide on

which methods to use for selection, they should consider the reactions of their targeted applicant to the selection systems used.

The evaluation of a common selection method does not necessitate previous experience. In one study, it was found that applicants prefer unstructured interviews over cognitive tests even within subjects who are inexperienced in job search processes (Truxillo, Steiner, & Gilliland, 2004). Therefore, to evaluate a selection method, direct experience is not needed, individuals may form their perceptions with the information provided from their friends, books, media (Steiner & Gilliland, 1996).

In a study conducted by Sözer (2004), it was found that in Turkey 94.6% of the organizations (that attended the study) used interviews as selection methods. Of the organizations using interviews as selection methods, 86% used one interviewee- one interviewer technique, 52% used panel interviews, 24% used structured interviews and 15.2% used unstructured interviews. Therefore, for Turkey example, it would be very usual to attend an interview during selection. Even students, who never had an experience of any selection practice, may be familiar with interview as a selection tool. However, in Turkey cognitive ability and knowledge tests are not as usual practices as the interviews for most of the time and, may affect the fairness perceptions.

However, while the procedural justice is highly important for the decisions of the applicants it is also important to take the instrumentality of the outcomes into account (Truxillo, Steiner, & Gilliland, 2004). The participant could see herself/himself so in need of a job, he/she may fail to decide not to apply even in the presence of the tests that were low on fairness.

To sum, the procedural justice about selection methods would affect the willingness to apply for a job. It is also expected to find a relation between the goal orientation of the individual and the perceived fairness of the selection method in the way that goal orientation affects fairness perceptions.

### **1.3.2.2 Personality Characteristics**

In a model of recruiter adoption of new technology in selection, Anderson (2003) put recruiter characteristics and educational background as a mediator between human resources department strategies/resources, and recruiter adoption. Although, this model was focusing on recruiter; reactions to different selection methods from the job applicants' view could also be affected by their personality characteristics as well as influencing their justice expectations (Bell, Ryan, & Wiechmann, 2004). In the following sections, two personality characteristics: goal orientation and self-efficacy were explained together with their relation with the current study as factors influencing the application decision change.

#### **1.3.2.2.1 Goal Orientation**

Researchers who propose hierarchical models of motivation argue that high level constructs such as personality do not directly influence behavior (Coropanzano, James, & Citera, 1993). Rather, they affect lower level constructs like intentions and goals. Those intentions and goals are highly involved in behavioral decisions (Brett & VandeWalle, 1999). Therefore, future behaviors could be inferred from self-reports of current intentions and goals. In the current study, the goal orientation of the individual is expected to moderate the intentions (willingness) of applying for the job.

Goal orientation originates from educational literature. Goal orientation was used to explain how individuals understand and respond to achievement settings (Brett & VandeWalle, 1998). Dweck (1986) suggested that there are two orientations toward tasks: learning and performance. Learning goal orientation was described as the desire to develop new skills and mastering new situations to gain competence. On the other hand, performance goal orientation was characterized as seeking favorable judgments of own

competence, whereas avoiding negative judgments of own competence (Dweck, 1986). Therefore, adoption of performance goal orientation would result in willingness of showing competencies while avoiding to show incompetence. Goal orientation was characterized as a rather steady individual difference which may be influenced by the changes in situational characteristics; hence situations may affect the acuity of the response patterns (Button, Mathieu, & Zajac, 1996). Therefore individuals may shift their goal orientations across different situations (Vandewalle, 1997).

When faced with obstacles in achievement settings, response patterns of two goal orientations differ (Dweck & Leggett, 1988; Elliot & Dweck, 1988). Learning goal oriented individuals pursue difficult tasks to accomplish their goals. This is called the adaptive response pattern. They are mastery oriented, thus, under difficult conditions they are likely to maintain effective striving. The performance goal oriented individuals, however, are more prone to withdrawal from the task when faced with difficult tasks. This is the maladaptive response pattern, which is also named as “helpless” response pattern. Therefore, they avoid challenges (Button, Mathieu, & Zajac, 1996; Dweck, 1986). However there seems to be gaps as performance oriented individuals not necessarily avoid showing their performances.

Cropanzano, James and, Citeria (1993) suggested that there were three types of stimuli in environment which predict the response of individuals according to their personality. They suggested response patterns to those stimuli were: approach positive, approach novel, and avoid negative. These responses influence the types of goals that would be set by an individual. Later, VandeWalle (1997) suggested a measurement for the three-factor model of dispositional goal orientation that was adapted from the response patterns proposed by Cropanzano et al. (1993). These were learning goal orientation (similar to approach novel response pattern), performance prove goal orientation (similar to approach positive response pattern) and performance avoid goal orientation (similar to avoid negative response pattern). Therefore, the distinction between positive and negative self-evaluation was represented by the separation of performance goal

orientation into performance prove and performance avoid dimensions (Brett & VandeWalle, 1999).

Learning goal orientation was related with mastering new situations, thus, to openness to experience (VandeWalle, 1997), and found to be positively related internal locus of control (Dweck & Leggett, 1988; Button et al., 1996). Performance prove individuals believe that ability is fixed, however, if showed high performance in the past by demonstrating ability, it is possible that they will try new tasks to show their ability. On the other hand, performance avoid goal oriented individuals would avoid participating in a new task in which they expect themselves to show low skill level. Thus performance avoid goal orientation is positively related with test anxiety (Middleton & Midgley, 1997), and strongly related with implicit theory of ability.

As stated above, goal orientation of an individual is related to openness to experience, willingness to show ones own abilities, and feelings of anxiety felt when required to show good performance (when one believes he/she cannot succeed). Therefore, it could be suggested that the information about future examination as a selection method (therefore asking individuals to show their ability in a novel task which they do not know the exact content to be selected for a job opening) would result in variances in the responses of individuals with different goal orientations.

Accordingly, learning goal oriented individuals' willingness to apply to a job would not be changed even in the presence of the knowledge test information. They would approach this condition as a new, novel experience, which they could deal with their own abilities (or with improving their own abilities). Performance prove goal oriented individuals' decisions would also not change as they can see this opportunity to prove their performances. On the other hand, for performance avoid goal oriented individuals knowledge test would look like a potential failure, therefore they might avoid this situation by changing their decision to apply. Therefore, goal orientation may have an influence on the application decision change when face with different selection methods.

### **1.3.2.2.2 Self-Efficacy**

According to Bandura (1986) people evaluate their competence, and the self-percepts gathered from these evaluations of efficacy have an effect on their motivation and behavior. He described perceived self-efficacy as the belief of a person about how capable one is to achieve a specific level of performance. However for him, self-efficacy is not concerned with the skills one has to accomplish something. Its concern is the judgments of one's own ability to do something.

Therefore, self-efficacy is important for people's decisions. Generally, outcomes are seen as dependent on the sufficiency of performances. People rely on their perceived self-efficacy while they are deciding on the courses of actions to be performed to reach the outcomes (Bandura, 1986).

In novel situations, people may have insufficient experience to form a self-efficacy level on the issue. Hence, they may infer their capabilities from their knowledge of own performances in other situations (Bandura, 1986). Thus, "enactive attainments" which are the repeated failures or successes are based on valid knowledge of experiences become a source to build up one's own self-efficacy.

Self-efficacy point differences in people's tendency to analyze oneself as competent of fulfilling task demands in a wide variety of situations (Chen, Gully, Whiteman, & Kilcullen, 2000). Those who are low in self efficacy would have doubts about their own capabilities and they could loosen their efforts or give up altogether. On the other hand, if the sense of self-efficacy is strong enough, then greater effort could be exerted to deal with the challenging events.

Bandura and Cervone (1983) suggested that, people with low self-efficacy will discourage if they fail. However, those with high self- efficacy will increase their effort in failure, and keep on trying until they succeed. In addition, Bandura (1986) stated that, people will use their own self appraisals (in this case their self-efficacy) to decide on a course of action when there

are significant personal consequences, or when the action will consume their time, effort and resources.

According to Chen et al. (2000), learning goal orientation was related to specific self-efficacy through its relation with general self-efficacy (general self-efficacy was directly related to specific self-efficacy) and performance goal orientation was related with specific self-efficacy through state anxiety (avoidance might be the result). Phillips and Gully (1997) founded that components of learning goal orientation and locus of control that differentiate people had positive effects on self-efficacy in addition to ability.

In the current study, it was hypothesized that when individuals believe that they are not capable of performing well in a given activity (e.g. knowledge test as a selection method) they may decide not to continue. Thus, even they had never been in a knowledge test as a job selection method, if they have low self-efficacy, they may infer their future performance from those experiences. Therefore, they are expected to be likely to drop out from the application process if they have low self-efficacy, thus they may change their application decisions. However, for individuals with high self-efficacy, no decision change was expected.

### **1.3 Present Study**

#### **1.3.1 Hypotheses**

The hypotheses of the present study were formed based on the literature concerning the concepts of the study. The study was conducted over two sets of hypotheses: main hypotheses concerning the model, and hypotheses concerning application decision change with different selection methods.



### 1.3.1.1 Main Hypotheses Regarding the Model

The main hypotheses were about the model of the study proposed in Figure 1. The main aim was to find the effects of advertisements on the applicants' willingness to apply for a job. However, this relation was expected to be mediated with certain mediators, as credibility and satisfaction mediating relation between advertisement kind and attraction; and attraction mediating the relation between willingness to apply and credibility-satisfaction.

The model proposed in Figure 1 presumes certain relations between the variables. These relations were summarized in several hypotheses that aimed to test the validity of the model. The direct and mediation relation of the variables were analyzed.

Different characteristics of the information given in advertisements have been shown to affect the credibility and the satisfactions get from this information (Fisher, Ilgen, & Hoyer, 1979; Allen et al., 2004). In the current study the advertisement (information) kind had three different versions: small advertisement, large general advertisement and large specific advertisement. With this differential information given, the credibility and satisfaction was expected to be influenced as:

*Hypothesis 1.a: Advertisement kind will predict credibility of the information, as short amount of information receiving the least credibility score followed by long-general and then long specific.*

*Hypothesis 1.b: Advertisement kind will predict satisfaction gathered from the information presented in the advertisement, as short amount of information receiving the least credibility score followed by long-general and then long specific.*

Credibility of the source and satisfaction from the information given was found to be affecting attraction to the organization in question by enhancing company image (Gatewood et al., 1993). Once the information provided on a job advertisement was found credible and satisfactory, it was expected to influence attraction as:

*Hypothesis 1.c: Credibility of the information given in the advertisement will predict attraction to the organization.*

*Hypothesis 1.d: Satisfaction from the information given in the advertisement will predict attraction to the organization.*

After a job seeker finds an organization attractive, she/he is more likely to apply for this job rather than applying for an unattractive organization. Thus:

*Hypothesis 1.e: Attraction to the organization will predict willingness to apply to the job.*

While advertisement kind (information kind on the advertisement) predicts credibility and satisfaction, it could also predict attraction. However, this relation was expected to be mediated by credibility and satisfaction (Allen et al., 2004). Therefore:

*Hypothesis 1.f: Credibility will mediate the relationship between advertisement kind and attraction.*

*Hypothesis 1.g: Satisfaction will mediate the relationship between advertisement kind and attraction.*

The final step of the model is willingness to apply. Application decision of the applicants was determined by attraction to the organization. However,

attraction also has a mediating effect between credibility and willingness; and satisfaction and willingness.

*Hypothesis 1.h: Attraction will mediate the relationship between satisfaction and willingness to apply to the job.*

*Hypothesis 1.i: Attraction will mediate the relationship between credibility and willingness to apply to the job.*

### **1.3.1.2 Hypotheses Regarding the Factors Affecting Application Decision**

The main hypotheses were regarding the model presented in Figure 1. The following hypotheses, however, were related to the factors affecting application decisions of applicants.

The model presented in Figure 2 is showing that the relation between “Mode of application” and “willingness to apply” was expected to be moderated by attractiveness of the organization. The changes in the attraction were expected to influence the willingness level of the applicants. However, application mode would also have an effect on the application decision of the individuals as different application styles require different effort levels. With application mode that require less effort (internet application), applicants may not change their willingness levels even if they are not highly attracted. However for effortful application modes this relation may be influenced by the attraction levels. Therefore, individuals who are less attracted to the organization may change their application decisions (willingness to apply) when faced with effortful application mode (going to another city to apply). So:

*Hypothesis 2: Change in the willingness to apply for different application modes will differ with attraction levels.*

*Hypothesis 2.a: For both high and low attraction levels willingness will not change when application is done via internet.*

*Hypothesis 2.b: For high attraction levels willingness will not change when application is done by going to the office of the company located in the same city the applicant lives but will be lower if attraction was low.*

*Hypothesis 2.c: For high attraction levels willingness will not change when application is done by going to the office of the company located in a different city other than the applicant lives but will be lower if attraction was low.*

Selection methods result in fairness perceptions in applicants (Truxillo, Steiner, & Gilliland, 2004) and may result in increased willingness to apply to the organization. However, to better understand the relation of selection methods with application decision, perceived process appropriateness and procedural justice ratings of different selection method gain importance. It was stated that perceived process appropriateness and procedural justice ratings of different selection methods are different across countries (Steiner & Gilliland, 1996). In Turkey example, interviews are one of the most common methods of selection. In engineering field, knowledge test are sometimes applied, and even not too common, it could be perceived as an objective criterion, therefore, even approved less than interviews it could be accepted by applicants. However, personality tests especially for a solely engineering field could be found unacceptable, as it is not a common method in Turkey. So the following hypotheses were:

*Hypothesis 3: Perceived process appropriateness of interview, personality test and knowledge test are different from each other (interviews will be rated higher followed by knowledge tests and then personality tests).*

*Hypothesis 4: Procedural justice ratings of interview, personality test and knowledge test are different from each other (interviews will be rated higher followed by knowledge tests and then personality tests).*

*Hypothesis 5: The information given about the selection methods that will be used changes the application decisions of applicant (personality test will make the biggest change in the application decisions followed by knowledge test and finally interviews).*

Three different goal orientation styles of individuals may have different effects on the application decision of the individuals when faced with different selection methods. Learning goal oriented individuals are open to new experiences and even there is a potential failure they will not change their willingness to apply for the job. However, performance prove individuals and performance avoid individuals, knowledge test may look as a challenge which there is a potential failure. Therefore they may lower their willingness as:

*Hypothesis 6.a: Goal orientations of applicants result in changes in the decisions to apply when faced with knowledge tests as a selection method but not for interviews and personality tests.*

*Hypothesis 6.b: Mean difference in the ratings of the change in the decision to apply the job when faced with knowledge test will be different for performance avoid individuals when compared with performance prove and learning goal oriented individuals.*

Self efficacy is highly correlated with learning goal orientation; therefore the same result as learning goal orientation was expected to be found for self-efficacy

*Hypothesis 7.a: Self-efficacy of applicants result in changes in the decisions to apply when faced with knowledge tests as a selection method but not for interviews and personality tests.*

*Hypothesis 7.b: Mean difference in the ratings of the change in the decision to apply the job when faced with knowledge test will be different for individuals with high self-efficacy when compared with individuals with low and medium self-efficacy.*

## **CHAPTER II**

### **METHOD**

#### **2.1. Phase I: Scale Selection**

##### **2.1.1 Overview**

The scale selection phase was done to choose the most valid Goal Orientation and Self Efficacy questionnaire among the available alternatives, to be used in the further steps of the research. Therefore, two goal orientation scales and two self-efficacy scales were compared with each other. The participants from whom the data was gathered, instruments used in the study, the procedure followed, and the results were discussed in the following sections.

##### **2.1.2 Participants**

The data were collected from 107 Middle East Technical University students of 20 different departments (Chemical Engineering, Metallurgical and Materials Engineering, Aerospace Engineering, Civil Engineering, Education, Industrial Engineering, Computer Engineering, Electrical and Electronics Engineering, Mathematics, Biology, Economics, Physics, Architecture, History, Petroleum and Natural Gas Engineering, International Relations, Mechanical Engineering, Geological Engineering, Sociology, and Psychology). Of those, six participants' data that included missing values were deleted. Therefore, the data of 101 (43 women and 58 men) were used

for prior analysis. The mean age was 22 (ranging between 17 and 31 years, standard deviation= 3.14 years).

### **2.1.3 Instruments**

In this study two goal orientation scales and two self efficacy scales were used. To have a clarified picture of the participants who filled in the questionnaires, demographic information was also asked. The final scale included all four of the scales. More information about the scales was given in the following sections.

#### **2.1.3.1 Goal Orientation Scales**

##### **2.1.3.1.1 Goal Orientation Scale I (Zweig & Webster; 2004)**

One of the goal orientation scale used in the study was the one developed by Zweig and Webster (2004) to measure three dimensions: learning goal orientation (7 items), performance approach (performance prove) goal orientation (7 items) and performance avoid goal orientation (7 items). In the original questionnaire the items were scored in a seven point Likert type scale ranging from “strongly disagree” to “strongly agree”. One of the items of learning orientation subscale was “*If I don't succeed on a difficult task, I plan to try harder the next time*”. One of the performance approach (prove) items was “*It's important for me to impress others by doing a good job*”. And, one of the items of performance avoid subscale was “*I avoid circumstances where my performance will be compared to others*”. Zweig and Webster (2004) recorded internal reliabilities as .83 for learning orientation, .83 for performance prove and .77 for performance avoid goal orientation with an American sample.

The scale was not translated into Turkish before. Therefore, a Ph.D. student from “Electrical and Electronics Engineering” department, a graduate



student from the Psychology department and the author translated the original scale into Turkish independently. Then the original versions and the translations were listed on the same sheet, and a Ph.D. student from the department of English Language Teaching chose the best translation and made corrections if necessary.

Although, the original scale was a 7 point Likert scale, in the present study this was changed to a 5 point scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree) to have the consistency between all the questionnaires' rating scales.

#### **2.1.3.1.2 Goal Orientation Scale II (Vandewalle; 1997)**

The second goal orientation scale used in the study was the one developed by Vandewalle (1997). He developed a work related goal orientation scale to be used to measure three dimensions of goal orientation(similar to previous scale): learning goal orientation (5 items), prove (performance) goal orientation (4 items) and avoid (performance) goal orientation (4 items).

The rating scale used in the original version was a 6 point Likert type scale ranging from "strongly disagree" to "strongly agree". One of the learning orientation items was "*I enjoy challenging and difficult tasks at work where I'll learn new skills*". One of the items of prove (performance) goal orientation was "*I enjoy it when others at work are aware of how well I am doing*". And, one of the items of performance avoid was "*I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others*".

Vandewalle (1997) reported internal consistence values as .88 for learning goal orientation, .84 for performance prove orientation, and .83 for performance avoid goal orientation with an American sample. Also with a Turkish sample of workers, the internal consistency coefficients were reported as .85 for learning goal orientation, .75 for performance prove

(approach) goal orientation and .71 for performance avoid goal orientations (Tayfur, 2006).

The scale was translated into Turkish before, to be used in a study that was conducted in a work setting (Tayfur, 2006). However, the current study was conducted in a university where all the participants were students. Therefore, it was adapted from workplace to school environment by changing the wording of work setting to school setting by the author and was revised by the advisor to have its latest form.

The original rating scale used was a 6 point Likert scale, however, because of the unity concerns mentioned before, the scale was changed to a 5 point scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree).

### **2.1.3.2 Self-Efficacy Scales**

#### **2.1.3.2.1 Self Efficacy Scale I (Chen, Gully, & Eden; 2001)**

The self-efficacy scale was developed by Chen, Gully, and Eden (2001) to measure a single construct by 8 items. One of the items was "*I am confident that I can perform effectively on many different tasks*". The original scale uses a five-point Likert type rating scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree), which was also consistent with the study's other rating scales. The previous internal consistency findings range between .86 and .90 with an American sample. Also studies with Israel participants resulted in alpha coefficients ranging between .85 and .88.

The scale was not translated into Turkish before. Therefore, the translation procedures were the same as the translation procedure of goal orientation scale: it was translated into Turkish by a Ph.D. student from "Electrical and Electronics Engineering" department, a graduate student from the Psychology department and the author independently. Then, a Ph.D.

student from the department of English Language Teaching chose the best translation from a list in which the original versions and the translations were appeared on the same sheet, and made corrections if necessary.

#### **2.1.3.2.2 Self-Efficacy Scale II (Schwarzer and Jerusalem; 1992)**

Schwarzer and Jerusalem (1992) developed a self-efficacy scale consisting of 10 items to measure the sense of general self-efficacy of individuals. Of the 10 items, one example was "*I can remain calm when facing difficulties because I can rely on my coping abilities*". The original scale used a four point Likert scale ranging from "not at all true" to "exactly true". According to Schwarzer and Jerusalem (1992) the Cronbach's alpha ranged between .76 and .90. In a study with Turkish participants in a work setting, the alpha coefficient was reported to be .88 (Tayfur, 2006).

The scale was translated into Turkish before (Yeşilay, Schwarzer, & Jerusalem, 1996). However, to make all the rating scales coherent the original 4 point Likert type rating scale was turned into a 5 point scale, and also the original wording was changed (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree) as it does not interfere with the items and their meaning.

#### **2.1.3.3 The Final Package**

The final scale includes all the four scales described above. It was consisting of three parts: goal orientation part, self-efficacy part, and demographics part. In the goal orientation part the two goal orientation questionnaires' items were mixed and given together (34 items in total). In the self-efficacy part the two self-efficacy questionnaire's items were mixed and sorted randomly (18 items in total). Those two parts of the questionnaire used a 5-point Likert type rating scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree). And finally, in the

demographics part information of gender, age, department, class, and age were asked (see Appendix A).

#### **2.1.4 Procedure**

As stated before, the participants of the study were university students. Collecting data from students in a fairly controlled environment would be possible by applying the questionnaires in large classes during regular class hours. Therefore, to collect the data, elective courses were selected as target because of the possibility of finding students from different departments to have the diversity among the subjects. After the possible courses were defined, the instructors of the courses were informed about the study and permission was taken to apply the questionnaire to the students during the class hours. The instructors were informed that all students have right to decline participating, thus, participation was totally voluntary. Then a date was scheduled to administer the questionnaires to the classes, and 15 minutes at the beginning of the classes were agreed to be the time period for data collection.

Before applying the questionnaires, the researcher introduced herself to the participants and information about the experiment which was written on a paper was read aloud to the students (see Appendix B). Therefore, all the students were informed that they are free to not to fill in the questionnaires, or quit answering the questionnaire for any reason without explanation, at any time they want. All the students accepted to fill in the questionnaire. After the completion of the questionnaires, experimenter thanked the class for their participation and left the class.

#### **2.1.5 Correlations among Goal Orientation and Self-Efficacy Scales**

To further inspect the two goal orientation scales and two self-efficacy scales convergent validities were examined. Convergent validity shows

whether the same constructs measured by different measures share variance (Campbell & Fiske, 1959). As seen in Table 1 the three factors of both goal orientation scales were highly correlated with each other with learning goal orientation ( $r = .83$ ), performance prove goal orientation ( $r = .61$ ), and performance avoid goal orientation ( $r = .57$ ). Also, both self efficacy scales strongly correlated ( $r = .81$ ), showing high convergent validity.

When the correlation between self efficacy and goal orientation scales were examined, results were found consistent with the literature. Thus, self efficacy scale of Chen, Gully, and Eden (2001) (S3) was highly correlated with of Zweig and Webster (2004) goal orientation scale's (S1) learning ( $r = .60$ ) and performance prove ( $r = .40$ ) dimensions; and Vandewalle (1997) goal orientation scale's (S2) learning ( $r = .35$ ) and performance prove ( $r = .40$ ) dimensions.

The self efficacy scale of Schwarzer and Jerusalem (1992) (S4) was strongly correlated with (S1) learning ( $r = .50$ ) and performance prove ( $r = .28$ ) dimensions; and Vandewalle (1997) goal orientation scale's (S2) learning ( $r = .47$ ) and performance prove ( $r = .46$ ) dimensions. In addition to those, S3 was found not to be convergent with performance avoid orientations of S1 ( $r = -.05$ ) and S2 ( $r = .03$ ); and S4 was also found to be divergent from performance avoid orientations of S1 ( $r = -.10$ ) and S2 ( $r = .08$ ).

For the three factor goal orientation scales, divergent validities were also checked to see whether the different factors of different measures that measures the same construct differs from each other. The goal orientation factors of Zweig and Webster (2004) scale (S1) differed from the other factors of Vandewalle (1997) scale (S2). The S1 learning goal orientation differentiated from S2 performance prove goal orientation ( $r = .11$ ) and S2 performance avoid goal orientation ( $r = -.16$ ); S1 performance prove goal orientation differentiated from S2 learning goal orientation ( $r = -.14$ ) and performance avoid goal orientation ( $r = .25$ ); S1 performance avoid goal orientation differentiated from S2 performance prove goal orientation ( $r = .11$ ), and as negatively correlated it was strongly differentiated from S2 learning goal orientation ( $r = -.30$ ) (see Table 1).

**Table 1 Correlations**

	1	2	3	4	5	6	7	8
<b>1. S1- Learning Orientation</b>	1							
<b>2. S1- Performance Avoid</b>	-.19	1						
<b>3. S1- Performance Prove</b>	.27**	.19	1					
<b>4. S2- Learning Orientation</b>	.83**	-.30**	.14	1				
<b>5. S2- Performance Avoid</b>	-.16	.57**	.25*	-.19	1			
<b>6. S2- Performance Prove</b>	.11	.11	.61**	.05	.34**	1		
<b>7. Self Efficacy- S3</b>	.57**	-.06	.40**	.46**	.03	.35**	1	
<b>8. Self Efficacy- S4</b>	.50**	-.10	.28**	.47**	.08	.46**	.81**	1
<b>Mean</b>	4.16	2.98	3.37	3.90	2.67	3.25	3.73	3.55
<b>Standard Deviation</b>	.52	.58	.51	.56	.72	.74	.54	.60

\*  $p < .05$ , \*\*  $p < .01$ .

S1= Zweig and Webster (2004) Goal Orientation Scale, S2= Vandewalle (1997) Goal Orientation Scale, S3= Chen, Gully, & Eden (2001) Self Efficacy Scale, and S4= Schwarzer and Jerusalem (1992) Self Efficacy Scale. Rating scale values: 1= Strongly Disagree, 2= Disagree, 3= Neither Agree Nor Disagree, 4=Agree, 5= Strongly Agree.

## 2.1.6 Exploratory and Confirmatory Factor Analysis Results

For the goal orientation and the self-efficacy scales, exploratory factor analyses were conducted. Then, for the goal orientation scale which was decided to be used in the further research and which has more than one factor, a confirmatory factor analysis was run.

### 2.1.6.1 Exploratory Factor Analysis for Goal Orientation Scale I (Zweig & Webster; 2004)

The general goal orientation scale developed by Zweig and Webster (2004) was used to measure 3 dimensions: learning goal orientation (7 items), performance- prove goal orientation (7 items) and performance avoid goal orientation (7 items). To test the factor structure and reliability of the Turkish version of the test with a sample of Turkish students, Principle Component Analysis (PCA) and Reliability Analysis was conducted by SPSS.

Prior to performing PCA, the data was examined for the suitability of use for Factor Analysis. After cleaning the data sample size was reduced to

101 from 107, it satisfies the condition of having at least 5 subjects per item. Examining Correlation Matrix showed that there are items with correlation coefficients above .3. The Kaiser-Meyer-Oklind value was .69, thus exceeds the value of .60, and Barlett's Test of Sphericity was found to be significant ( $p < .01$ ), supporting the factorability of the correlation matrix.

PCA resulted in 6 components with eigenvalues of 1 or higher, explaining 21.3%, 14.9%, 9.31%, 7.39%, 5.75%, and 5.18% of the variance. After the examination of scree plot three components were found to be the most appropriate solution as it was so in the original scale. The Varimax rotation was performed to interpret 3 components.

The rotated solution in Table 2 showed that the items of three components were loaded correctly on to the relevant components except one item of performance prove goal orientation (in the table item 14) which was only loaded in performance avoid goal orientation component. Moreover, 3 items were loaded in more than one component. However the relatively high loadings were decided to be taken as an indicator of the loaded component. The three-factor solution explained 45.4% of the total variance, with first component contributing 18.74%, second component contributing 14.34%, and third component contributing 12.36%. The result was consistent with the previous results of the scale as all learning goal orientation items loaded on component 1, all performance avoid goal orientation items loaded on component 2, and all performance prove goal orientation items loaded on component 3 (with the exception of one item). The alpha coefficients were .83 for learning orientation, .61 for performance prove, and .71 for performance avoid goal orientation.

**Table 2 Item Factor Loadings of Goal Orientation Scale I**

Items	Factor Loadings		
	LGO	PPO	PAO
(16) The opportunity to do challenging work is important to me.	.595		
(31) I prefer to work on tasks that force me to learn new things.	.831		
(6) If I don't succeed on a difficult task, I plan to try harder the next time	.639		
(11) In learning situations, I tend to set fairly challenging goals for myself.	.708		
(29) I am always challenging myself to learn new concepts.	.836		
(12) The opportunity to extend my range of abilities is important to me.	.702		
(3) The opportunity to learn new things is important to me.	.559		
(27) I value what others think of my performance.		.668	
(24) It's important for me to impress others by doing a good job.		.711	
(15) I don't care what others think of my performance.		.526	
(21) I'm not interested in impressing others with my performance.		.558	
(28) I like to meet others' expectations of me.	.378	.440	
(18) The opinions others have about how well I can do certain things are important to me.		.665	
(1) It's better to stick with what works than risk failing at a task.			.447 <sup>o</sup>
(34) Typically, I like to be sure that I can successfully perform a task before I attempt it.			.594
(8) I don't like having my performance compared negatively to others.			.335
(23) I don't enjoy taking on tasks if I am unsure whether I will complete them successfully.			.594
(14) I avoid circumstances where my performance will be compared to others.		-.328	.624
(7) Most of the time, I stay away from tasks that I know I won't be able to complete.			.699
(32) I worry that I won't always be able to meet the standards set by others.	-.406	.344	.542
(19) I avoid tasks that I may not be able to complete.			.690

(...) indicates the item number in the original scale.

<sup>o</sup> Performance- prove item loaded as performance avoid item.

### 2.1.6.2 Exploratory Factor Analysis for Goal Orientation Scale II (Vandewalle, 1997)

Vandewalle's (1997) work related goal orientation scale to used to measure 3 dimensions of goal orientation: learning goal orientation, performance prove goal orientation and performance avoid goal orientation.



To test the factor structure and reliability of the student version of the test with a sample of Turkish students, in which the original wording of work setting was changed into school environment, Principle Component Analysis (PCA) and Reliability Analysis was conducted by using SPSS.

Prior to performing PCA, the data was examined for the suitability of use for Factor Analysis. After cleaning the data sample size was reduced to 101 from 107, therefore it satisfies the condition of having at least 5 subjects per item. Examining Correlation Matrix showed that there are items with correlation coefficients above .3. The Kaiser-Meyer-Oklin value was .72, thus exceeds the value of .60, and Barlett's Test of Sphericity was found to be significant ( $p < .01$ ), supporting the factorability of the correlation matrix.

PCA resulted in 3 components with eigenvalues of 1 or higher, just as in the original scale, explaining 25.14%, 21.05%, and 11.75% of the variance. Varimax rotation was performed to interpret 3 components. As seen on Table 3 rotated solution showed that all the items of three components were loaded correctly into factors. 3 items were loaded in more than one component. However, relatively high loadings were decided to be taken as an indicator of the loaded component. The result was consistent with the previous results of the scale as all learning goal orientation items loaded on component 1, all performance avoid goal orientation items loaded on component 2, and all performance prove goal orientation items loaded on component 3. The alpha coefficients were .75 for all three components (learning orientation, performance prove, and performance avoid goal orientation).

**Table 3 Item Factor Loadings of Goal Orientation Scale II**

Items	Factor Loadings		
	LGO	PPO	PAO
(33) I will select a challenging course that I can learn a lot from.	.758		
(20) I often look for opportunities to develop new skills and knowledge.	.703		
(9) I enjoy challenging and difficult tasks at school where I can learn new skills.	.739		
(10) It is worth to take risks to develop my abilities.	.716		
(13) I prefer to work in situations that require a high level of ability and talent	.583		
(25) I like to show that I can perform better than my classmates.		.688	.415
(4) I try to figure out the ways of proving my abilities to others at school.		.756	
(2) I enjoy it when others (teachers and other students) at school are aware of how well I am doing.		.735	
(22) I prefer to work on projects where I can prove my ability to others.		.740	.321
(30) I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others.			.800
(17) Avoiding a show of low ability is more important to me than learning a new skill.	-.401		.679
(26) I'm concerned about taking on a task if my performance would reveal that I had low ability.			.810
(5) I prefer to avoid situations at school where I might perform poorly.			.613

(...) indicates the item number in the original scale.

### 2.1.6.3 Confirmatory Factor Analysis for Goal Orientation Scale II (Vandewalle, 1997)

After performing Principle Component Analysis (PCA) and Reliability Analysis for the goal orientation scale of Vandewalle (1997) the results were compared with the results of the goal orientation scale of Zweig and Webster (2004). Therefore, as the results were better for Vandewalle's goal orientation scale, decided to be used in the further studies. However, as a final step Confirmatory Factor Analysis was conducted to confirm the three factor structure of the Vandewalle's questionnaire (by Lisrel 8.80 Student Edition).

To estimate all models, Maximum Likelihood Estimation was checked. The independence model was rejected showing that all variables were correlated,  $\chi^2(78, N= 101) = 545.53, p < .01$ . Then, the hypothesized model

was tested and a significant  $\chi^2$  was found,  $\chi^2(62, N= 101) = 102.95, p<.001$ . Ideally, non-significance of the chi-square was expected for a good fitting model, however, it could also be accepted if the ratio of chi-square to the degrees of freedom is less than 2 (Tabachnick & Fidell, 2000). Therefore, the result of the analysis satisfies this condition. All the other fit indexes sustained the good fitting model, Root Mean Square Approximation (RMSEA)= .06 (less than .08, as expected), Comparative Fit Index (CFI)= .91, Goodness of Fit (GIF)= .87. Thus, the results of chi-square and fit indexes supported the three-factor model. The use of Vandewalle (1997) goal orientation questionnaire for the following studies was again confirmed by the exploratory factor analysis results.

#### **2.1.6.4 Exploratory Factor Analysis for Self-Efficacy Scale I (Chen, Gully, & Eden, 2001)**

Chen, Gully, and Eden (2001) developed a self efficacy scale was to measure the single construct (self-efficacy) by 8 items. To test the factor structure and reliability of the Turkish version of the test with a sample of Turkish students, Principle Component Analysis (PCA) and Reliability Analysis was conducted by using SPSS.

Prior to performing PCA, the data was examined for the suitability of use for Factor Analysis. After cleaning the data sample size was reduced to 101 from 107, therefore it satisfies the condition of having at least 5 subjects per item. Examining Correlation Matrix showed that there are many items with correlation coefficients above .3. The Kaiser-Meyer-Okin value was .90, thus exceeds the value of .60, and Barlett's Test of Sphericity was found to be significant ( $p<.01$ ), supporting the factorability of the correlation matrix.

PCA resulted in only one component with eigenvalues of 1 or higher as expected, explaining 56.87% of the variance. As seen in Table 4 all the loadings were strong ranging from .64 to .85. The alpha coefficient of the scale was found to be .89.

**Table 4 Item Factor Loadings of Self Efficacy Scale I**

Items	Factor Loadings
(7)* I will be able to achieve most of the goals that I have set for myself.	.831
(16) When facing difficult tasks, I am certain that I will accomplish them.	.725
(14) In general, I think that I can obtain outcomes that are important to me.	.637
(4) I believe I can succeed at most any endeavor to which I set my mind.	.724
(18) I will be able to successfully overcome many challenges.	.852
(11) I am confident that I can perform effectively on many different tasks	.713
(2) Compared to other people, I can do most tasks very well.	.762
(8) Even when things are tough, I can perform quite well.	.768

(...) indicates the item number in the original scale.

### 2.1.6.5 Exploratory Factor Analysis for Self Efficacy Scale II (Schwarzer & Jerusalem, 1992)

Schwarzer and Jerusalem's (1992) self-efficacy scale measures the single construct by 10 items. To test the factor structure and reliability of the Turkish version of the test with a sample of Turkish students, Principle Component Analysis (PCA) and Reliability Analysis were conducted again by using SPSS.

Prior to performing PCA, the data were examined for the suitability of use for Factor Analysis. After cleaning the data sample size was reduced to 101 from 107, therefore it satisfies the condition of having at least 5 subjects per item. Examining Correlation Matrix showed that there were many items with correlation coefficients above .3. The Kaiser-Meyer-Okin value was .90, thus exceeds the value of .60, and Barlett's Test of Sphericity was found to be significant ( $p < .01$ ), supporting the factorability of the correlation matrix.

As seen in Table 5 PCA resulted in only one component with eigenvalues of 1 or higher as expected, explaining 51.81% of the variance. All the loadings were strong ranging from .54 to .83. The alpha coefficient of the scale was found to be .89.

**Table 5 Item Factor Loadings of Self Efficacy Scale II**

Items	Factor Loadings
(13) I can always manage to solve difficult problems if I try hard enough.	.652
(17) If someone opposes me, I can find the means and ways to get what I want.	.543
(5) It is easy for me to stick to my aims and accomplish my goals.	.626
(15) I am confident that I could deal efficiently with unexpected events.	.709
(6) Thanks to my resourcefulness, I know how to handle unforeseen situations.	.828
(1) I can solve most problems if I invest the necessary effort.	.687
(9) I can remain calm when facing difficulties because I can rely on my coping abilities.	.760
(12) When I am confronted with a problem, I can usually find several solutions.	.818
(10) If I am in trouble, I can usually think of a solution.	.805
(3) I can usually handle whatever comes my way.	.716

*(...) indicates the item number in the original scale.*

To decide on which self-efficacy scale would be used in further studies, the results of exploratory factor analysis of both questionnaires were compared. The alpha coefficients were found to be the same for both of the scale (.89). However, the factor loadings of Chen, Gully, and Eden (2001) scale (ranging between .64 and .85) were slightly higher than Schwarzer and Jerusalem (1991) scale (range between .54 and .83). Therefore, use of Chen, Gully, and Eden's (2001) self-efficacy scale for the main study was decided.

## **2.2 Phase II: Pilot Study and Manipulation Check**

### **2.2.1 Overview**

In the pilot study, the questionnaires and the job advertisements that were developed to measure hypothesis of the main study were examined. Therefore, a relatively small number of participants were used with the aim to find out whether the items of the questionnaires were understandable and meaningful to the participants. In addition to that, a manipulation check was

performed to see whether the independent variables (the characteristics of the job advertisements) were perceived by the participants.

### **2.2.2 Participants**

The data were collected from 32 Middle East Technical University students. Of those participants, eight were graduate students, 11 were fourth year students and 13 were third year students. All the participants were from the Electrical and Electronics Engineering Department.

### **2.2.3 Instruments**

Each of the job advertisements were given together with the questionnaires as a booklet. There were three different versions of the advertisements; therefore there were three different booklets. The parts of the booklet would be depicted in the following sections.

#### **2.2.3.1 The Pilot Study Questionnaire**

##### **2.2.3.1.1 The Job advertisement**

The fields available to a new Electrical and Electronics Engineering (EEE) graduate is so varied that they could work nearly in all industries that can be thought of. To find a specific field and job that most graduates would be attracted, a PhD level EEE graduate student was consulted. With the current developments in the EEE area, “video and image signal processing” was decided to be the field of the job advertisement.

Three different versions of the same job advertisement were prepared. For this, firstly, a position was created by an Electrical and Electronic Engineering Department (EEED) PhD student with the aim of finding a job that would attract most of the new graduates. The description and

qualification parts were originated together by the PhD student and the author, to have a sound advertisement. To be qualified for this job, the minimum requirements (which could be found in a new graduate) were listed. Also a job description was formed to give information about the job presented in the advertisements. Later, they were viewed by some other graduate students from EEED and found suitable for the position in question.

The advertisements were about a position in an engineering company which looks for Electrical and Electronics Engineers on signal (video, sound) processing field. As stated above the job posted was an entry level position which doesn't require prior experience and most of the requirements could be satisfied by a new graduate.

However, even the core job was same for all the advertisements, the characteristics varied in length or the specificity of the information given. As it was shown before, an effective advertisement, which could both attract qualified applicant and detracts unqualified applicants, is the one that includes job qualifications with the job description (Mason & Belt, 1986). It is also helpful for the applicant to know what they are applying for. Thus, both description and qualification information could be enough for some qualified applicants to apply for the job. In this study, one of the advertisements that were labeled as "less amount of information" was the one that only includes job description and qualifications (see Appendix C.1).

The other two advertisements had extra information added to the job descriptions and qualifications. However, even the extra information was similar; the specificity of the information given was different. Therefore, even both advertisements give alike information one was more detailed compared to the other. The extra information included other work areas of the company, developmental opportunities, salary, organization's web site information that includes publications, and some organizational culture information.

The two advertisements with extra information differed with each other with the specificity of the information. By this, it was meant that while one of the advertisements states they had some ongoing projects on different subjects (general information- see Appendix C.2), the other specifies what

those projects are (specific information- see Appendix C.3). Thus, all extra information given was detailed for one of the advertisements whereas not detailed for the other.

### **2.2.3.1.2 Section I- Credibility and Satisfaction Items**

The characteristics of job advertisements were expected to influence the credibility of the information given and satisfaction taken from the information. To measure the credibility of the information given in the advertisement, a scale was made up by combining and adapting the wording of some items of two different scales developed by Hong (2006) and Allen et al. (2004). And to measure satisfaction, a scale by developed by adapting Allen et al. (2004) credibility scale.

The original scale of Hong (2006) was measuring credibility of web sites with five dimensions: fairness, depth, trustworthiness, goodwill, and expertise through 15 items ( $\alpha = .84$ ). However, the dimensions used for credibility of a web site are not always applicable to a job advertisement text. Therefore, in the current study, of the five dimensions used by Hong (2006), only trust, fairness and expertise dimensions were measured with six items. The wordings of items were adapted to the current study. One example for this credibility items was "*This site does not provide in-depth information*". From the 6-item scale ( $\alpha = .84$ ) used by Allen et al. (2004), two were used as credibility items. One example is "*I am not sure if I can trust information given in the advertisement*". The reliability alpha for the credibility scale was found as .70 for this pilot study and .72 for the main study.

Satisfaction scale was adapted from the Allen et al. (2004) version of Downs and Hazen (1977) satisfaction of communication scale ( $\alpha = .87$ ). Five items were used to measure the satisfaction from the overall information given, amount of information and the specificity of the information presented in the job ad. One example to of the items is "*I am satisfied with the information given in the advertisement*". The Cronbach's alpha of the final



credibility scale used in this study was found as .79 for pilot study, and .82 for main study.

All the credibility and satisfaction items were given together and a 5-point Likert type scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree) was used to rate the items (see Appendix D). To calculate total scores for credibility and satisfaction, first the negative items were reverse coded (items 2, 4 and 8 for credibility, and item 13 for satisfaction on Appendix D), and then the mean value of ratings for items of each scales were computed.

### **2.2.3.1.3 Section II- Organizational Attraction and Application Willingness Items**

The items of this section were created by bringing different items of different studies or newly created items together.

There are different elements that constitute organizational attraction. Of those; recommendation intentions was addressed by Cober et al. (2003) while searching the effects of web-sites on the organizational attractiveness. In the current study, one item was used for recommendation intention which was *"I would recommend this organization to my friends"*.

In addition, Turban and Keon (1993) used a 5 item scale to measure the changes in applicant attraction by the interaction of personality characteristics of the applicant with organizational characteristics. The alpha coefficient of the scale was .95. Four items of this scale were used in the present study. One example of those items was *"I would exert a great deal of effort to work for this company"*. One more question which was *"I'd apply for other job openings in the same company"* was added to have a clearer image of the organizational attractiveness when without the job given. The reliability coefficient of this attractiveness scale was found to be .80.

The attractiveness of the organization may change if the potential applicant lacks the requirements of the job. Therefore, applicants'

perceptions about the match between the organization and their own qualifications may affect their perceptions of the organizational attractiveness. Therefore, an item, which was “*I believe that if I apply for the job, I’ll be called for the other selection steps*”, added to find out the applicants perceptions about their fit to the job’s requirements specified on the advertisement.

The willingness to apply for the job was determined by two items. An example of the items is “*I would apply for this job*”. The reliability of these items were high (for pilot study  $\alpha = .90$ , and for the main study  $\alpha = .83$ ).

All the nine items used in this section were measured with a 5 point Likert scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4=agree, 5= strongly agree), and all items were given in random order (see Appendix E). To calculate total scores for organizational attraction and willingness to apply, first one negative item of satisfaction was reverse coded (items 9 on Appendix E), and then the mean value of ratings for items of each scales were computed.

#### **2.2.3.1.4 Section III- Application Mode Items**

The effect of three different application modes of filling an application form; online, going to an office of the company in the city that the applicant lives and going to an office of the company in a city other than the one the applicant lives; were asked to find out whether the strength of the willingness to apply changes with the characteristics of the job advertisement (see Appendix F). Items were measured with a 5 point Likert type scale (1= I’ll definitely not apply, 4= I’ll definitely apply).

### **2.2.3.1.5 Section IV- Process Appropriateness and Procedural Justice Items**

The applicants' reactions towards three selection methods; interview, personality test and knowledge test; were measured to see whether different selection methods would have an affect on the application decisions of the applicants. Steiner and Gilliland (1996) measured fairness reactions in two different samples. They used two items used for process favorability ( $\alpha = .73$ ) and seven items were used to measure procedural justice. Therefore, the same questionnaires were used in the current study, with the change of process favorability items' wording to process appropriateness. One example is "*How would you rate the appropriateness of this method for identifying right people for the job in the advertisement given?*". One item of the procedural justice was "*The method is based on solid scientific research*". One more item was also added asking directly applicants application pursuit intentions when they faced with different selection procedures (see Appendix G).

In the original scale the items of process favorability were measured with a 7-point scale (1=least favorable, 7= most favorable). However in the current study the wording was changed to make the scale more sound in Turkish, and scale was turned into 5-point scale (1= not appropriate at all, 4= very appropriate) to make it consistent across different sections of the study. The procedural justice items' 7-point scale was also changed into a 5-point scale (1= strongly disagree, 5= strongly agree). To calculate total scores for process appropriateness and procedural justice, first two negative items of procedural justice were reverse coded (items 4 and 6 on Appendix G), and then the mean value of ratings for items of each scales were computed.

#### **2.2.3.1.6 Section V- Goal Orientation and Self-Efficacy Items**

The details of the goal orientation (Vandewalle, 1997) and self-efficacy (Chen, Gully & Eden; 2001) scales were given in the Phase I- Pilot Study 1 (see Appendix H.1 and H.2).

#### **2.2.3.1.7 Demographics Items**

To have a clearer image of the sample used in the study, participants departments in the university, their grade (year) in their departments and their Cumulative GPA's were asked. For debriefing reasons, an item asked participants their e-mail addresses for the results of the study (see Appendix I).

#### **2.2.3.1.8 Final Package**

Sheets including one of the three different advertisement kinds were combined and stapled together with the printed sheets of scales indicated above. Therefore, three different versions of the same scale package were obtained which differ only with the advertisement provided.

#### **2.2.3.2 Manipulation Check Items**

To examine whether the 3 different versions of information given in the job advertisement (short, long-general, and long-specific) created the expected differences in perceptions the advertisement on participants manipulation check was conducted. Seven items were created to see whether different subjects could give appropriate answers according to the advertisement they saw, and different questionnaires created different results

(if expected so). Of these, 1<sup>st</sup> and 3<sup>rd</sup> items were about the information presented all of the advertisements, 5<sup>th</sup> and 6<sup>th</sup> items were not presented in any of the advertisements. The 2<sup>nd</sup>, 4<sup>th</sup> and 7<sup>th</sup> items were asking questions that aimed to be replied differently for three different advertisements. One last item (8<sup>th</sup>) was added to see whether the participants evaluate the advertisements as having effect on their application decisions (see Appendix J).

#### **2.2.4 Procedure**

The participants were chosen randomly at the entrance door of the EEE department building during different hours (11:00, 14:00 and 17:00) in a day. The approaching students were asked for their time, and if they had time they were asked for their department and class. If they fit the criteria (3<sup>rd</sup>, 4<sup>th</sup> year or a graduate student) they were asked to fill in a questionnaire that would take 15 to 20 minutes. Five of the students rejected to be part of the study because of the time constraints at the time. The available subjects were given two copies of an informed consent, asked to read it carefully and if they accept, to sign both copies. All participants agreed to continue to participate after reading the consent form. Then, one of the copies of the form was collected from the participants while the other one left for them. All subjects were then randomly given one of the 3 the different booklets of questionnaires that include only one version of 3 advertisements. After they completed the original questionnaires, the booklets were collected and then they received a new questionnaire that includes 8 manipulation check items. All the participants were debriefed via e-mail after the completion of the main study.

## 2.2.5 Results

### 2.2.5.1 The Results of Manipulation Check

To check whether the 3 different kinds of advertisements really had an effect on the participants, a non-parametric test, the Kruskal-Wallis Test was performed (see Table 6). The result of Kruskal-Wallis test was satisfying except two items.

To significantly differ between groups, an item has to have a chi-square value above 5.99 for an alpha value of .05. Therefore, as predicted 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> items were not significantly different between groups. Moreover, the expected results were reached concerning the ratings of those items, in which all subjects agreed that the 1<sup>st</sup> ( $\bar{X} = 4.25$ ) and the 3<sup>rd</sup> ( $\bar{X} = 4.22$ ) items were found in the advertisement they received and they also agreed that the 5<sup>th</sup> ( $\bar{X} = 1.75$ ) and the 6<sup>th</sup> ( $\bar{X} = 2.06$ ) items were not presented in the advertisements they received.

For the items, which were asked to measure the perceived differences between the advertisements, the 4<sup>th</sup> item failed to create the expected variance between the responses between the responses of the subjects that received different advertisements. This may be due to participants' expectations of such organizations to allow and support their employees to attend conferences to update their work and knowledge in the field of constantly developing arena of technology. Moreover, most of the METU students were interns in places like Tübitak (The Scientific and Technological Research Council of Turkey) or Aselsan (Turkish Armed Forces' electronic systems industry) where the organizations support conference attendances of their employees for training them on a specific issue. Therefore, even it was not stated in the advertisement, the participants might anticipate that most organizations could provide such activities. The 2<sup>nd</sup> and 7<sup>th</sup> items differed between groups as expected.

The last item was asking the participants whether the advertisement characteristics affected their decisions for applying. No difference was found on this item. However, it might be due to the reason that the subjects might not understand what the question asks. They could have been thought that the question is asking not the information presented on the advertisement but something else.

The results of the manipulation check showed that the participants perceived the differences between the three job advertisements and they understood the questions as intended.

**Table 6 Results for Manipulation Check Items**

<b>Items</b>	<b>Chi-square</b>	<b>df</b>	<b>Asymp. Sig.</b>
1-The job given on the advertisement is about video processing.	1.49	2	.47
2-The company of the advertisement has projects on image and video processing.	6.20	2	.05
3-The job that was given on the advertisement requires developing algorithms.	3.25	2	.20
4-The company of the advertisement supports its workers to attend national and international conferences.	2.88	2	.23
5-The job that was given on the advertisement requires knowledge of Linux.	2.54	2	.28
6-The job that was given on the advertisement requires residing in Ankara.	1.30	2	.53
7-The company of the advertisement encourages its employees to have publications on scientific journals.	5.25	2	.07
8-The information given in the advertisement affected my willingness to apply for the job.	.61	2	.74

### **2.2.5.2 The Results of Pilot Study**

After the manipulation check study, the questionnaire of the pilot study was also analyzed to examine whether the three different conditions of information given in the job advertisement (short, long-general, and long-specific) affected the credibility, satisfaction, attraction and willingness to apply.

To check whether the 3 different kinds of advertisements really had an effect on the participants, a non-parametric test, the Kruskal-Wallis Test was

performed (see Table 7). All the chi-square tests were significant, implying that the advertisements created the expected differences.

**Table 7 Results for DV's**

<b>Dependent Variables</b>	<b>Chi-square</b>	<b>df</b>	<b>Asymp. Sig</b>
Credibility	7.03	2	.03
Satisfaction	19.15	2	.001
Attraction	16.88	2	.001
Willingness	19.60	2	.001

As seen in Table 8 for all of the dependent variables; credibility, satisfaction, attraction, and willingness the ranks of the advertisements were the same; the highest rank being the long-specific information followed by long-general information and lastly the short information.

**Table 8 Ranks of Advertisement Kinds**

<b>DV</b>	<b>Advertisement Kind</b>	<b>N</b>	<b>Mean Rank</b>
Credibility	Short information	11	12.50
	Long-general information	11	14.73
	Long- specific information	10	22.85
Satisfaction	Short information	11	7.55
	Long-general information	11	17.41
	Long- specific information	10	25.35
Attraction	Short information	11	7.32
	Long-general information	11	19.82
	Long- specific information	10	22.95
Willingness	Short information	11	7.09
	Long-general information	11	18.32
	Long- specific information	10	24.85

After seeing the non-parametric test results, a one-way ANOVA was performed even the data could not satisfy all the assumptions for a parametric design. The results were again satisfactory.



## **2.3 Phase III: Main Study**

### **2.3.1 Overview**

The aim of the study was to investigate the effects of different characteristics of job advertisements on the willingness of the subjects to apply to the job presented by affecting credibility of the ad, satisfaction gathered from the ad, and perceived organizational attractiveness. Then the factors affecting the application decision were examined. First, the effect of mode of application was measured to see if the application mode becomes effortful, the application decision changes for all the advertisements or for better ads applicants would still have the same decision. Then, the applicants' decision change with the selection method was studied. Process favorability and procedural justice were measured to see the applicants' reactions to three different selection methods: interview, personality test and knowledge test. Then, the influence of participants' goal orientation and self-efficacy on the application decision change when faced with different selection methods were analyzed.

### **2.3.2 Participants**

The data were collected from 154 Middle East Technical University students. Of those participants, 66 were third year students, 80 were fourth year students and 8 were graduate students. All the participants were from the Electrical and Electronics Engineering Department.

### **2.3.3 Instruments**

The same instruments used in the pilot study were also used in the main study except for the manipulation check questionnaire. Therefore, to avoid replication of the information given it would not be repeated again.

### **2.3.4 Procedure**

To find large amount of subjects and to collect data in few sessions it was decided to collect data during class hours. To do this first of all, the approval from the chair of the department was taken. Then the courses were searched for capacities of large amount of students. Two courses that all the same grade students take were chosen. One of the courses was taken with all the 3<sup>rd</sup> year students and the other was taken with the all 4<sup>th</sup> year students. Then the approvals of the lecturers were taken to administer the questionnaires during the class hour. All the lecturers agreed to give first 20 minutes of their courses for the data collection, and a date was scheduled. Two more graduate students from psychology department helped to the author for data collection, when the same class was divided into different sections during the same hour.

During the data collection the aim of the study was explained to the subjects. They were told that they are free to participate to the study, and if they disagree to do so while they were filling the questionnaire, they could leave it unfilled any time they want. Then, all subjects were given two copies of an informed consent, asked to read it carefully and if they accept, to sign both copies. All participants agreed to continue to participate after reading the consent form (see Appendix K). Then, one of the signed copies of the form was collected from the participants while the other one left for them.

All subjects were then randomly assigned a package that includes one of the three different versions of advertisements together with the questionnaires (only difference between the packages was the kind of

advertisement presented). After the subjects completed the questionnaires, all packages were collected, and the participants were thanked. All the participants were debriefed via e-mail after the completion of the main study.

## CHAPTER III

### RESULTS

#### 3.1 Analysis of the Main Study Data

##### 3.1.1 Descriptive Analysis and Correlations of the Variables Used

Before computing the final analysis regarding the hypothesis of the main study, the descriptive statistics of following variables were examined: advertisement kind, credibility of the information given in the ad, satisfaction gathered from the information given in the ad, attraction to the company by information given in the ad, general willingness to apply, willingness to apply when application was done via internet, willingness to apply when application was done by going to the office of the company that is in the same city where the applicant lives, willingness to apply when application was done by going to the office of the company that is in a city other than the applicant lives, learning goal orientation, performance prove goal orientation, performance avoid goal orientation, and self-efficacy Table 9 presents the results of the descriptive statistics of the variables above..

When the means of the variables were reviewed, it was found that there was a tendency of most variables credibility ( $\bar{X} = 3.01$ ), attraction ( $\bar{X} = 3.18$ ) and willingness to apply ( $\bar{X} = 3.25$ ) to have means close to 3 which is the mid point of all scales (5 point Likert type). The satisfaction mean score ( $\bar{X} = 2.71$ ) was somewhat lower than the midpoint.

**Table 9. Descriptive Statistics and Correlations of the Variables**

	1	2	3	4	5	6	7	8	9	10	11	12
1. Small Advertisement	-											
2. Large- General Advertisement	-	-										
3. Large-Specific Advertisement	-	-	-									
4. Credibility	-.138	-.085	.223**	.72								
5. Satisfaction	-.163*	.012	.151	.632**	.82							
6. Attraction	-.185*	-.034	.219**	.502**	.440**	.80						
7. Willingness to apply	-.238**	-.046	.284**	.375**	.303**	.711**	.83					
8. Apply via internet	.119	-.110	-.010	.131	.040	.267**	.247**	-				
9. Apply in the same city	-.088	.059	.029	.244**	.141	.356**	.330**	.252**	-			
10. Apply in a different city	.039	.043	-.082	.098	.108	.227**	.145	-.037	.565**	-		
11. Learning goal orientation	-.077	-.030	.106	.093	-.058	.022	.066	-.111	.012	.037	.75	
12. Performance prove goal orientation	-.049	.116	-.066	-.001	.118	.171*	.078	.019	.107	.124	-.045	.76
15. Cumulative GPA	-.110	.037	-.026	.009	.089	-.020	-.106	-.049	-.037	.002	.152	.176*
16. Interview process appropriateness	.063	-.041	-.023	.015	.033	.100	.012	-.109	.012	.088	.034	.032
17. Personality test process appropriateness	-.012	.020	-.008	-.013	.080	.204*	.125	.057	.078	-.044	-.134	.025
18. Knowledge test process appropriateness	-.043	-.023	.066	.176*	.254**	.178*	.135	.163*	.141	.057	.034	.123
19. Interview procedural justice	.139	.023	-.162*	-.027	-.069	-.063	-.112	-.093	-.077	-.061	.112	.049
20. Personality test procedural justice	-.018	.028	-.011	-.064	.076	.229**	.180*	.082	.026	-.085	-.045	.180*
21. Knowledge test procedural justice	-.100	.009	.091	.114	.211**	.109	.078	.040	.240**	.143	.050	.121
22. Application decision change if interview	.031	.091	-.122	.009	.050	.077	.028	.111	.105	.184*	-.162*	.227*
23. Application decision change if personality test	-.011	.042	-.030	.053	-.001	-.071	-.062	-.172*	.044	.285**	.144	.063
24. Application decision change if knowledge test	.020	-.028	.008	-.019	-.057	.018	.025	.035	.054	-.027	-.095	-.016
Mean	-	-	-	3.01	2.71	3.18	3.25	4.07	3.63	2.14	3.84	3.35
Standard Deviation	-	-	-	0.52	0.65	0.50	0.55	0.96	1.06	1.02	0.66	0.79

**Table 9 continued**

	13	14	15	16	17	18	19	20	21	22	23	24
13. Performance-avoid goal orientation	.67											
14. Self-efficacy	-.218**	.84										
15. Cumulative GPA	.050	.089	-									
16. Interview process appropriateness	-.008	.086	-.048	-								
17. Personality test process appropriateness	.143	-.161*	-.090	.223**	-							
18. Knowledge test process appropriateness	.128	-.115	.025	-.126	.357**	-						
19. Interview procedural justice	-.065	.323**	-.050	.530**	.034	-.171*	-					
20. Personality test procedural justice	.186*	-.048	-.081	.095	.636**	.288**	.201*	-				
21. Knowledge test procedural justice	.044	-.071	-.006	-.086	.087	.548**	-.062	.196*	-			
22. Application if interview	.197*	-.151	-.102	.155	-.045	-.167*	.376*	-.028	-.086	-		
23. Application if personality test	-.081	-.036	.072	-.034	-.302**	.094	-.127	-.485**	.133	-.368**	-	
24. Application if knowledge test	.059	-.007	-.245**	.070	-.008	-.200*	.023	-.087	-.313**	-.237**	-.170*	-
<b>Mean</b>	2.74	3.84	3.16	3.66	2.76	3.26	3.83	3.08	3.48	4.44	3.86	4.13
<b>Standard Deviation</b>	0.71	0.53	0.55	0.96	0.98	1.01	0.63	0.81	0.65	0.95	1.38	1.23

\*  $p < .05$ , \*\*  $p < .01$ . Scale values for the scales: Credibility, Satisfaction, Attraction, Willingness to apply Goal Orientation subscales, Self-efficacy, Procedural Justice subscales, and Application Decision Change subscales: 1= "Strongly Disagree", 5= "Strongly Agree"; Application way scales: 1= "I'll definitely not apply", 5= "I'll definitely apply"; Process Appropriateness subscales: 1= "not appropriate at all", 5= "very appropriate". Reliabilities are presented at the diagonal in bold.

Concerning willingness to apply when faced with different application modes, internet application received the highest mean ( $\bar{X} = 4.07$ ) which was highly above the midpoint. It was followed by applying by going to the company building that was located in the same city that the applicant lives ( $\bar{X} = 3.63$ ). However, when going to another city was required the mean score of willingness decreased ( $\bar{X} = 2.14$ ).

For the willingness scores when faced with different application modes, internet willingness was highly correlated with same city application willingness ( $r = .252, p < .01$ ) and same city willingness was correlated highly with different city willingness ( $r = .565, p < .01$ ). No relation was found between internet and different city applications willingness.

The goal orientation scales' means were also examined. Learning goal orientation had a high mean ( $\bar{X} = 3.84$ ), followed by performance prove orientation ( $\bar{X} = 3.35$ ) and performance avoid orientation ( $\bar{X} = 2.74$ ) showing that participants might have the tendency to be learning goal oriented or/and performance prove oriented rather than performance avoid oriented. This was also supported with the high mean of self-efficacy ( $\bar{X} = 3.84$ ) which was expected to be highly correlated with learning goal orientation ( $r = .303, p < .01$ ).

The mean cumulative GPA of the applicants was 3.16 over 4.00, showing that the participants are mostly academically successful students (94 over 154 participants have GPA's higher than 3.00).

When the process appropriateness means were examined, it was found that interview received the highest mean ( $\bar{X} = 3.66$ ) followed by knowledge test ( $\bar{X} = 3.26$ ) and personality test ( $\bar{X} = 2.76$ ). This result was expected, thus, even the knowledge tests are more objective than the interviews, as interviews are one of the most widely used selection methods; it might be viewed as a natural selection method and found appropriate. As personality tests' low appropriateness mean score showed participants found personality tests less appropriate than other selection methods for the job presented in the advertisement.

The means of the procedural justice ratings for the same selection methods were in the same trend in ranking as selection appropriateness, thus, the means were 3.83, 3.48 and 3.08 for interview, knowledge test and personality test, respectively. The application willingness when faced with three different selection methods was also examined, showing similar results as interviews having the highest means ( $\bar{X} = 4.44$ ), then knowledge tests ( $\bar{X} = 4.13$ ) and at last the personality tests ( $\bar{X} = 3.86$ ).

Prior to the analyses, the categorical variable advertisement kind (3 levels: small advertisement, large-general advertisement and large-specific advertisement) was dummy coded into three variables for correlation analysis. Thus, for each advertisement kind a new variable was coded.

Credibility correlated highly positive with satisfaction ( $r = .632$ ,  $p < .01$ ), attraction ( $r = .502$ ,  $p < .01$ ), and willingness to apply ( $r = .375$ ,  $p < .01$ ). As expected, no other significant correlation was found between credibility and other variables [knowledge test appropriateness showed low, however, significant correlation ( $r = .208$ ,  $p < .01$ ), showing an unpredicted relation between credibility of the job advertisement and appropriateness of knowledge tests for the job presented in the job ad].

The expected correlations of satisfaction were also found with attraction ( $r = .440$ ,  $p < .01$ ) and willingness to apply ( $r = .303$ ,  $p < .01$ ). The similar unexpected trend, which was found between knowledge test appropriateness and credibility, was also found for satisfaction together with procedural justice (for satisfaction and knowledge test appropriateness  $r = .254$ ,  $p < .01$ ; for satisfaction and procedural justice of knowledge test  $r = .211$ ,  $p < .01$ ). Thus again there seems to be unexpected relation between satisfaction from the job advertisement presented and evaluations of the knowledge test appropriateness and procedural justice when used for the presented job.

Attraction was correlated strongly with willingness to apply ( $r = .711$ ,  $p < .01$ ) confirming the expectations. It was also correlated highly all three forms of application modes (correlation coefficients were .267, .356, and .227 for internet, same city application and different city applications, respectively).



Willingness to apply was also correlated with internet  $r = .247$ ,  $p < .01$  and same city application  $r = .330$ ,  $p < .01$ . No relation was found with different city application. This result might be interpreted that as the extra effort needed (especially when application requires going to another city other than the one applicant lives) increases, the willingness degree before knowing the efforts required could decrease.

Goal orientation scales' correlations were also satisfying. Learning goal orientation was negatively correlated with both performance prove ( $r = -.045$ ) and performance avoid ( $r = -.274$ ,  $p < .01$ ) goal orientations. This was an expected result confirming the divergent reliabilities of the scales. In addition to that learning goal orientation highly correlated with self-efficacy ( $r = .303$ ,  $p < .01$ ) in line with the literature. A high correlation was found between performance prove and performance avoid goal orientations ( $r = .462$ ,  $p < .01$ ). Self-efficacy was not correlated with performance prove goal orientation and negatively correlated with performance avoid goal orientation ( $r = -.218$ ,  $p < .01$ ).

Finally, the process appropriateness of selection methods highly correlated with the perceived procedural justice of the methods (for interviews  $r = .530$ ,  $p < .01$ ; for personality tests  $r = .636$ ,  $p < .01$ ; and for knowledge tests  $r = .548$ ,  $p < .01$ ). Procedural justice and application willingness were correlated for all three selection methods (for interviews  $r = .376$ ,  $p < .01$ ; for personality tests  $r = .485$ ,  $p < .01$ ; and for knowledge tests  $r = .313$ ,  $p < .01$ ).

### 3.1.2 Hypothesis Testing

The hypothesis concerning the proposed relationships between the variables were examined and summarized in the following sections.

#### 3.1.2.1 Main Hypotheses and Hypothesized Model

As seen in Figure 1 the Model of the study was examining the relationship between advertisement kinds, satisfaction gathered from the advertisement presented, credibility of the advertisement, and attraction to the organization of the job advertisement and willingness to apply. The hypotheses regarding direct effects of Model were:

*Hypothesis 1.a: Advertisement kind will predict credibility of the information.*

*Hypothesis 1.b: Advertisement kind will predict satisfaction gathered from the information presented in the advertisement.*

*Hypothesis 1.c: Credibility of the information given in the advertisement will predict attraction to the organization.*

*Hypothesis 1.d: Satisfaction from the information given in the advertisement will predict attraction to the organization.*

*Hypothesis 1.e: Attraction to the organization will predict willingness to apply to the job.*

First five hypotheses were about the direct relations between the variables showed with horizontal arrows in the figure of Model (see Figure 1). The following five hypotheses were about the mediating effects of the

mediator variables. And the last hypothesis was about the moderating effect of application mode between attraction and willingness to apply.

The advertisement kind was a categorical variable (3 levels: small advertisement, large-general advertisement and large-specific advertisement). Prior to the analyses it was dummy coded into two set of variables. In the first set, the reference group was selected as small advertisement and two dummy coded variables (D1-large general and D2-large specific) were created according to this reference group. In the second, set large general advertisement was specified as the reference point (to analyze the relation between general and specific advertisements) and this time two new dummy coded variables (D3-small and D4-large specific) were created according to this reference group (even coded in separate sets D1 and D3 were same in terms of their dummy codes with respect to advertisement kind).

For the hypotheses 1.a to 1.e regression analyses were performed with the dependent variables regressed on the independent variables. Two separate regression analysis were run for two different set of dummy variables when advertisement kind is the independent variable. The results of the hierarchical regression analyses for each hypothesis were shown in Table 10.

Hypotheses 1.a through 1.e were examined and all gave significant results predicting the dependent variables except for hypothesis 1.b. Thus, advertisement kind significantly predicted credibility [ $R = .22$ ,  $F(2, 151) = 4.01$ ,  $p < .05$ ]; credibility significantly predicted attraction to the organization [ $R = .50$ ,  $F(1, 152) = 51.25$ ,  $p < .01$ ]; satisfaction significantly predicted attraction to the organization [ $R = .44$ ,  $F(1, 152) = 36.53$ ,  $p < .01$ ]; and attraction significantly predicted willingness to apply to the job presented in the advertisement [ $R = .71$ ,  $F(1, 152) = 155.41$ ,  $p < .01$ ]. It was failed to show the hypothesized link between advertisement kind and satisfaction [ $R = .18$ ,  $F(2, 151) = 2.19$ ,  $p > .05$ ].

**Table 10 Summaries of the Regression Analysis for H1.a to H1.i**

Hypothesis	Variable	R <sup>2</sup>	R <sup>2</sup> Change	F Change	B	SE B	$\beta$
<b>H1.a</b>		.050 <sup>*</sup>	.050	4.01			
<b>IV: Adkind</b>	Set 1				.037	.100	.033
<b>DV: Credibility</b>	D1				.261 <sup>*</sup>	.100	.239
	D2						
	Set 2				-.037	.100	-.033
	D3				.224 <sup>*</sup>	.100	.206 <sup>*</sup>
	D4						
<b>H1.b</b>		.033	.033	2.56			
<b>IV: Adkind</b>	Set 1				.160	.128	.115
<b>DV: Satisfaction</b>	D1				.286 <sup>*</sup>	.100	.208 <sup>*</sup>
	D2						
	Set 2				-.160	.128	-.115
	D3				.126	.128	.092
	D4						
<b>H1.c</b>	Credibility	.252 <sup>**</sup>	.252 <sup>**</sup>	51.25 <sup>**</sup>	.490 <sup>**</sup>	.068	.502 <sup>**</sup>
<b>IV: Credibility</b>							
<b>DV: Attraction</b>							
<b>H1.d</b>	Satisfaction	.194 <sup>**</sup>	.194 <sup>**</sup>	36.53 <sup>**</sup>	.341 <sup>**</sup>	.050	.440 <sup>**</sup>
<b>IV: Satisfaction</b>							
<b>DV: Attraction</b>							
<b>H1.e</b>	Attraction	.506 <sup>**</sup>	.506 <sup>**</sup>	155.41 <sup>**</sup>	.775 <sup>**</sup>	.062	.711
<b>IV: Attraction</b>							
<b>DV: Willingness</b>							

\*  $p < .05$ , \*\*  $p < .01$ .

Hypotheses from 1.f to 1.i were dealing with the mediating effects of the mediators between dependent and independent variables. Those hypotheses were examined through 3 separate regression analysis recommended by Baron and Kenny (1986). With all the mediation analyses the first stage was regression of mediator on independent variable (these analyses were also run for hypothesis 1.a to hypothesis 1.e). In the second stage dependent variable was regressed on independent variable. And finally in the last stage dependent variable was regressed on independent variable and the mediator. Detailed examinations of each hypothesis were explained below.

*Hypothesis 1.f: Credibility will mediate relation between advertisement kind and attraction.*

The results of the mediation analysis performed for the Hypothesis 1.f was summarized in Table 11. The first two stages significantly predicted the

relation of advertisement kind with credibility, and with attraction [for ad kind and credibility:  $R^2 = .05$ ,  $F(2, 151) = 4.01$ ,  $p < .05$ ; and for ad kind and attraction  $R^2 = .06$ ,  $F(2, 151) = 4.41$ ,  $p < .05$ ].

**Table 11 Mediation Analysis for Hypothesis 1.f**

Variable		$R^2$	F	t	B	SE B	$\beta$
<b>Stage 1</b>		.05*	4.01*				
<b>IV: Adkind</b> <b>DV: Credibility</b>	Set1						
	D1			.363	.037	.100	.033
	D2			2.62*	.261*	.100	.239*
	Set 2						
	D3			-.363	-.037	.100	-.033
	D4			2.23*	.224*	.100	.206*
<b>Stage 2</b>		.06*	4.41*				
<b>IV: Ad-kind</b> <b>DV: Attraction</b>	Set1						
	D1			1.09	.106	.098	.099
	D2			2.94*	.285*	.097	.267
	Set 2						
	D3			-1.09	-.106	.098	-.100
	D4			1.82	.178	.098	.168
<b>Stage 3</b>		.27*	43.98*				
<b>IV's: Ad-kind</b> <b>Credibility</b> <b>DV: Attraction</b>	Set1						
	D1			1.03	.089	.086	.083
	D2			1.87	.164	.087	.154
	Set 2						
	D3			-1.03	-.089	.086	-.084
	D4			.850	.075	.088	.070
Credibility			6.63**	.464**	.070	.475**	

\*  $p < .05$ , \*\*  $p < .01$ .

To analyze the mediating effect, in the final step advertisement kind and credibility were put in the analysis together, and the results confirmed the mediation effect [ $R^2 = .27$ ,  $F(1, 150) = 43.98$ ,  $p < .01$ ]. For further testing the mediation effect Sobel test was performed and found to be significant for D2 (Sobel test statistic= 2.43,  $p < .05$ ) and D4 (Sobel test statistic= 2.12,  $p < .05$ ), showing that the relation between advertisement kind (for large-specific ad when comparison is small ad and again for large-specific ad when comparison is general group) and attraction was mediated by credibility.

*Hypothesis 1.g: Satisfaction will mediate relation between advertisement kind and attraction.*

For the Hypothesis 1.g the results of the mediation analysis performed was summarized in Table 12. As it was shown before, the relation between advertisement kind and satisfaction was not significant [ $R^2 = .03$ ,  $F(2, 151) = 2.56$ ,  $p > .05$ ]. As the necessary condition of the relation between independent variable and mediator not satisfied, no mediation effect of satisfaction was found. Therefore, Hypothesis 1.g failed.

**Table 12 Mediation Analysis of Hypothesis 1.g**

Variable		$R^2$	F	t	B	SE B	$\beta$
<b>Stage 1</b>		.18	2.56				
<b>IV: Adkind</b>	Set1						
<b>DV: Satisfaction</b>	D1			1.25	.160	.128	.115
	D2			2.26*	.286*	.127	.208*
	Set 2						
	D3			-1.25	-.160	.128	-.116
	D4			.986	.126	.128	.092
<b>Stage 2</b>		.24*	4.41*				
<b>IV: Ad-kind</b>	Set1						
<b>DV: Attraction</b>	D1			1.09	.106	.098	.099
	D2			2.94*	.285*	.097	.267
	Set 2						
	D3			-1.09	-.106	.098	-.100
	D4			1.82	.178	.098	.168
<b>Stage 3</b>		.22**	31.57*				
<b>IV's: Ad-kind</b>	Set1						
<b>Satisfaction</b>	D1			.614	.055	.090	.051
<b>DV: Attraction</b>	D2			2.15*	.193*	.090	.182*
	Set 2						
	D3			-.614	-.055	.086	-.084
	D4			1.54	.138	.090	.130
	Satisfaction			5.62**	.319**	.057	.412**

\*  $p < .05$ , \*\*  $p < .01$ .

*Hypothesis 1.h: Attraction will mediate relation between satisfaction and willingness to apply to the job.*

For the Hypothesis 1.h the results of the mediation analysis performed was summarized in Table 13. Again the first two stages of the mediation analysis found significantly prediction of the relation satisfaction (IV) on attraction (mediator;  $R^2 = .19$ ,  $F(2, 151) = 36.53$ ,  $p < .01$ ) and willingness to apply for the job (DV;  $R^2 = .09$ ,  $F(2, 151) = 15.37$ ,  $p < .01$ ). To analyze the mediating effect, in the final step satisfaction and attraction were put in the

analysis together, and the mediation effect was confirmed by the results [ $R^2 = .51$ ,  $F(2, 151) = 77.23$ ,  $p < .01$ ].

**Table 13 Mediation Analysis of Hypothesis 1.h**

Variable	R <sup>2</sup>	F	t	B	SE B	β
<b>Stage 1</b>	.19**	36.53**				
Satisfaction			6.04**	.34**	.06	.44**
<b>Stage 2</b>	.09**	15.37**				
Satisfaction			3.92**	.27**	.07	.30**
<b>Stage 3</b>	.51**	77.23**				
Satisfaction			-.194	-.01	.05	-.01
Attraction			11.24**	.78**	.07	.71**

\*\*  $p < .01$ .

For further testing the mediation effect Sobel test was performed and found to be significant (Sobel test statistic = 5.88,  $p < .001$ ), showing that the relation between satisfaction and willingness to apply was mediated by attraction.

*Hypothesis 1.i: Attraction will mediate relation between credibility and willingness to apply to the job.*

The Hypothesis 1.i was also analyzed by performing mediation analysis and the results were summarized in Table 14. Again the first two stages of the mediation analysis found significantly prediction of the relation credibility (IV) on attraction (mediator,  $R^2 = .25$ ,  $F(2, 151) = 51.24$ ,  $p < .01$ ) and willingness to apply for the job (DV,  $R^2 = .14$ ,  $F(2, 151) = 24.86$ ,  $p < .01$ ).

**Table 14 Mediation Analysis of Hypothesis 1.i**

Variable	R <sup>2</sup>	F	t	B	SE B	β
<b>Stage 1</b>	.25	51.24**				
Credibility			7.16**	.49	.07	.50
<b>Stage 2</b>	.14	24.86**				
Credibility			4.99**	.40	.08	.38
<b>Stage 3</b>	.51	77.33**				
Credibility			.36	.03	.07	.02
Attraction			10.57**	.76	.07	.70

\*\*  $p < .01$ .

To analyze the mediating effect, in the final step credibility and attraction were put in the analysis together, and the mediation effect was confirmed by the results [ $R^2 = .51$ ,  $F(2, 151) = 77.33$ ,  $p < .01$ ]. For further testing the mediation effect Sobel test was performed and found to be significant (Sobel test statistic = 5.05,  $p < .001$ ), showing that the relation between credibility and willingness to apply was mediated by attraction.

As an additional step, to analyze the direct effects of mediated variables on the DV's (attraction and willingness) a series of regression analyses were run. First, attraction was regressed on advertisement kinds (two different regression analyses for two sets), and the result found significant [ $R^2 = .06$ ,  $F(2, 151) = 4.41$ ,  $p < .05$ ] showing that advertisement kinds predicted change in attraction. Then as a second analysis, attraction was regressed on advertisement kinds (again two different regression analyses for two sets) credibility, and satisfaction. The regression analysis was significant [ $R^2 = .29$ ,  $F(4, 149) = 15.36$ ,  $p < .01$ ]. The results of the analysis were given in the Table 15.

**Table 15 Results of Direct and Indirect Effects for Attraction**

Variable		$R^2$	F	t	B	SE B	$\beta$
<b>Analysis 1</b>		.05	4.41				
<b>IV: Adkind</b> <b>DV: Attraction</b>	Set 1						
	D1			1.09	.106	.098	.099
	D2			2.94*	.285	.097	.267*
	Set 2						
D3			-1.09	-.106	.098	-.100	
D4			1.82	.178	.098	.168	
<b>Analysis 2</b>		.29	15.36				
<b>IV: Adkind</b> <b>Credibility</b> <b>Satisfaction</b> <b>DV: Attraction</b>	Set 1						
	D1			.809	.069	.086	.065
	D2			1.75	.152	.087	.143
	Set 2						
	D3			-.809	-.069	.086	-.065
	D4			.949	.082	.087	.077
Credibility			3.91**	.344**	.088	.353**	
Satisfaction			2.18*	.151	.069	.195*	

\* $p < .05$ , \*\* $p < .01$ .

Finally, willingness was first regressed on advertisement kinds (two different regression analyses for two sets), and the result found significant



[ $R^2 = .09$ ,  $F(2, 151) = 7.68$ ,  $p < .01$ ] showing that advertisement kinds predicted change in willingness. Then as a second analysis, willingness was regressed on satisfaction and credibility, [ $R^2 = .15$ ,  $F(2, 151) = 13.10$ ,  $p < .01$ ]. Finally, willingness was regressed on advertisement kinds (again two different regression analyses for two sets) credibility, satisfaction and attraction. The regression analysis was significant [ $R^2 = .53$ ,  $F(5, 148) = 32.88$ ,  $p < .01$ ]. The results of the analysis were given in the Table 16.

**Table 16 Results of Direct and Indirect Effects for Willingness**

Variable		$R^2$	F	t	B	SE B	$\beta$
<b>Analysis 1</b>		.09	7.68				
<b>IV: Adkind</b>	Set1						
<b>DV:Willingness</b>	D1			1.41	.147	.105	.125
	D2			3.87**	.401**	.103	.346**
	Set 2						
	D3			-1.41*	-.147*	.105	-.127*
	D4			2.43*	.254*	.105	.219*
<b>Analysis 2</b>		.15	13.10				
<b>IV: Credibility</b>							
<b>Satisfaction</b>	Credibility			3.15**	.325**	.103	.305**
<b>DV:Willingness</b>	Satisfaction			1.14	.093	.082	.110
<b>Analysis 3</b>		.53	32.88				
<b>IV: Adkind</b>	Set1						
<b>Credibility</b>	D1			.941	.072	.077	.062
<b>Satisfaction</b>	D2			2.45*	.192*	.078	.165*
<b>Attraction</b>	Set 2						
<b>DV:Willingness</b>	D3			-.809	-.069	.086	-.065
	D4			.949	.082	.087	.077
	Credibility			.335	.028	.083	.026
	Satisfaction			-.523	-.033	.063	-.039
	Attraction			10.13**	.742**	.073	.681**

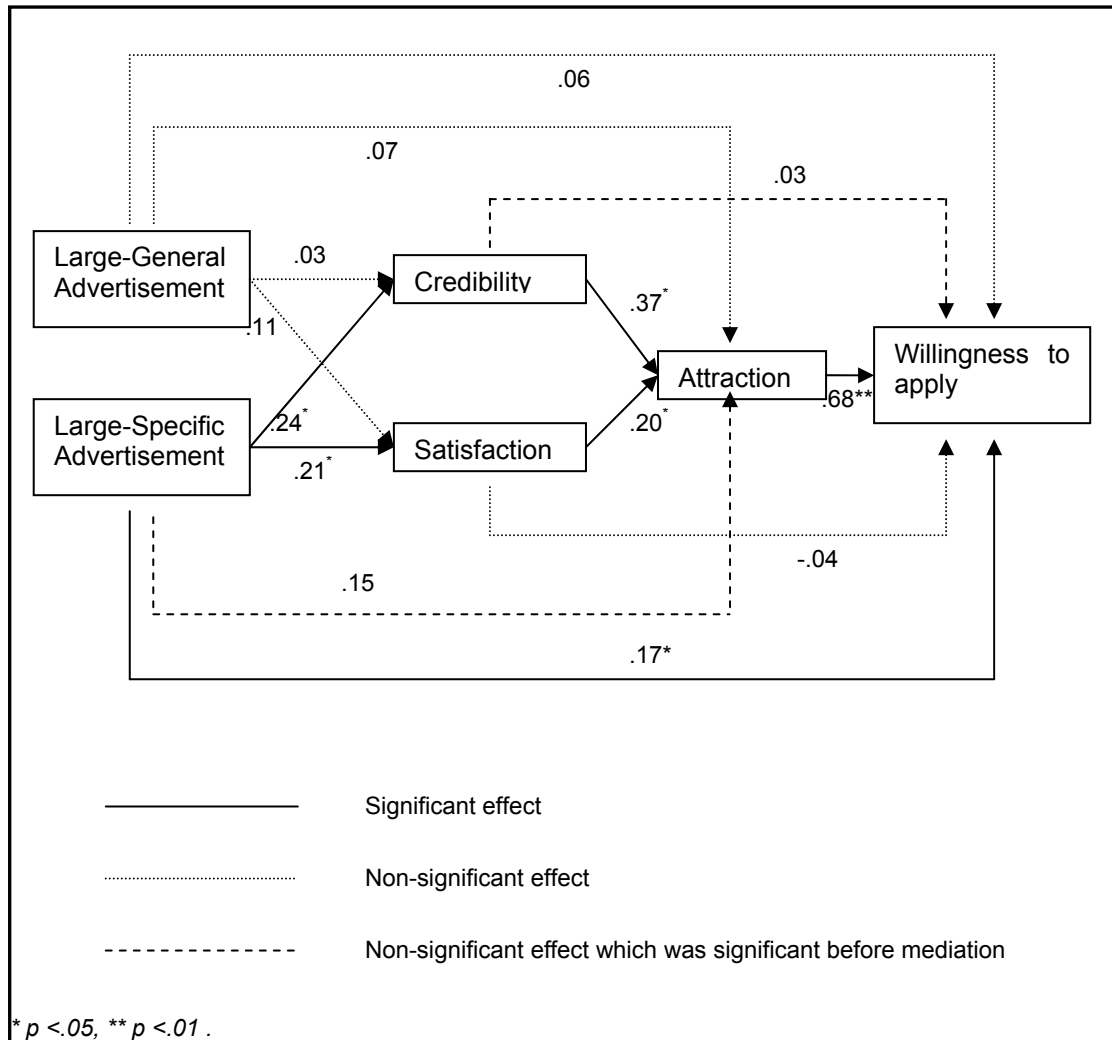
\* $p < .05$ , \*\* $p < .01$ .

### 3.1.2.2 Testing the model with LISREL

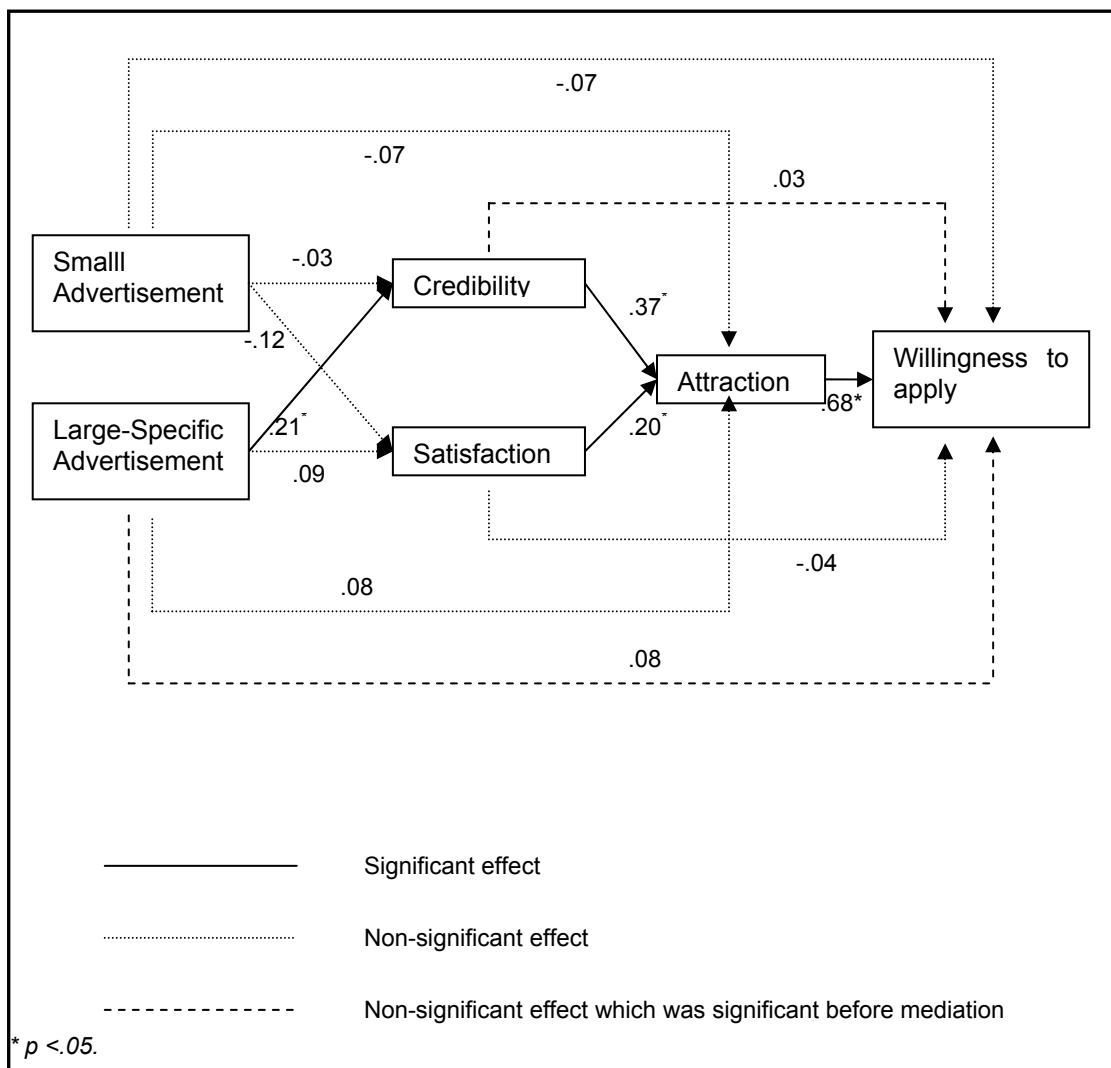
The hypothesized model was not supported as no significant main effect of advertisement kind was found on satisfaction. The model was tested with and without satisfaction by using Lisrel (8.0 Student Version).

First the hypothesized model was analyzed. The results showed that the model was not a good model [ $\chi^2(1, N= 154) = 59.07$ ,  $p < .001$ ]. Goodness

of fit statistics were also suggested the modification of the model (RMSEA= .62, NFI= .76, CFI= .75, RMR= .15). The path diagram of the model was shown on Figure 2 and 3.

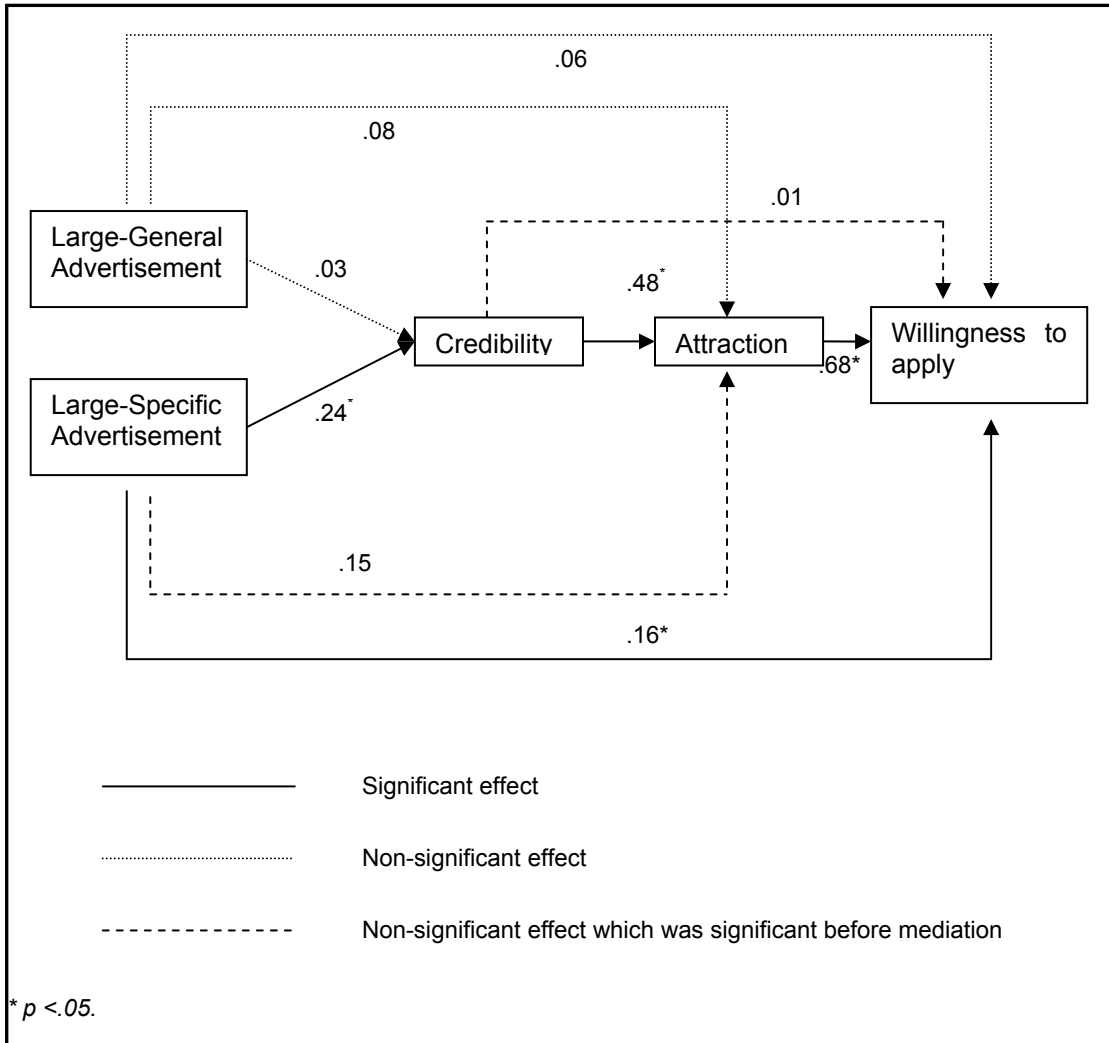


**Figure 3 Results of the Hypothesized Model with Small Advertisement as the Reference Group**

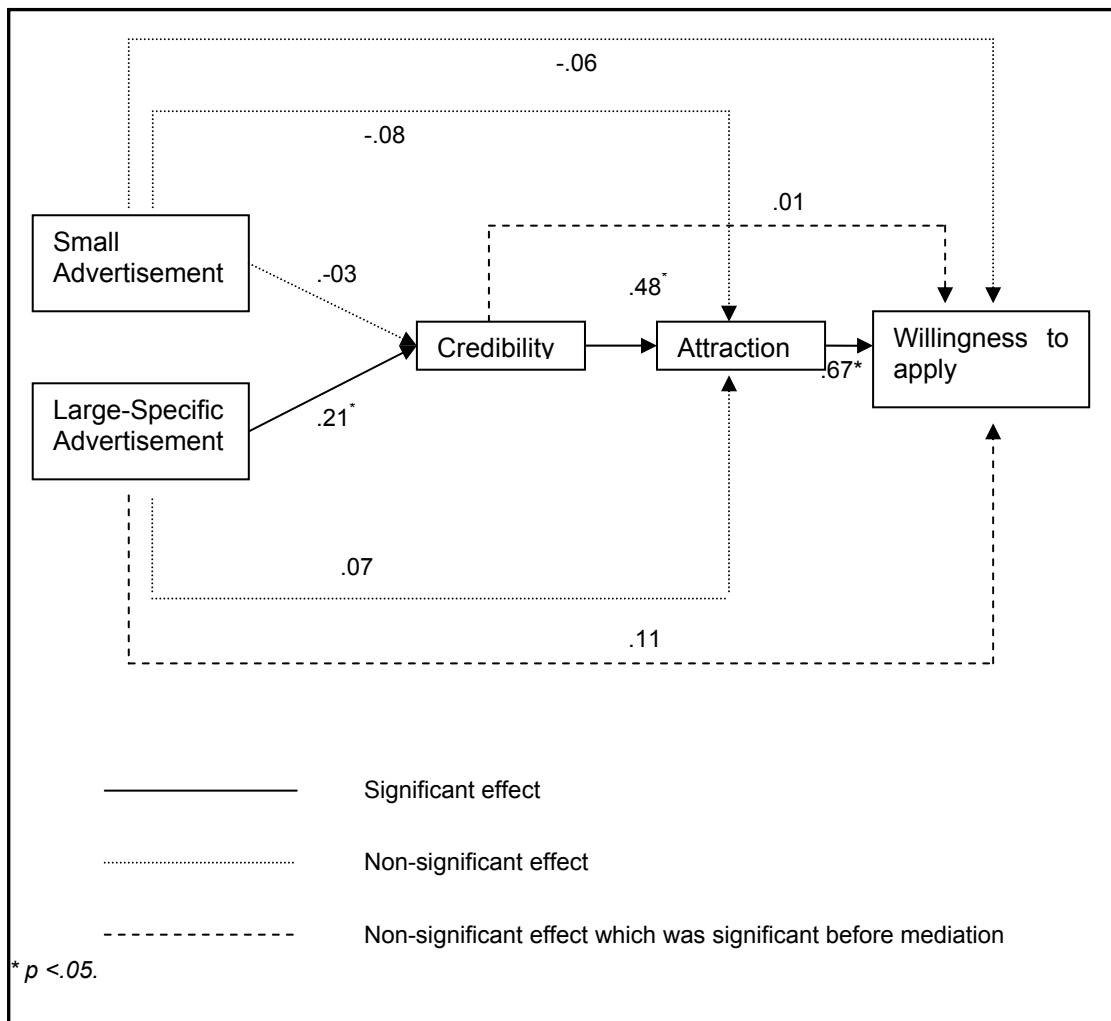


**Figure 4 Results of the Hypothesized Model with Large-General Advertisement as the Reference Group**

For the revision of the hypothesized model satisfaction was deleted from the model. Then the path analysis was run again. The results showed a perfect fit of the model [ $\chi^2(0, N= 154) = 0, p < .001$ ], thus it was saturated. However, to modify the model, deletion of any dummy coded advertisement kind was not possible as the analysis could only be done with 2 dummy variables that represent 3 categories of advertisement kind. The new model was given in Figure 4 and 5.



**Figure 5 Results of the Modified Model with Small Advertisement as the Reference Group**



**Figure 6 Results of the Modified Model with Large-General Advertisement as the Reference Group**

After testing the model with Lisrel, MANOVA with Roy- Bargmann Stepdown F test was run with SPSS to investigate the impact of each main effect on the DV's (with credibility having the priority, followed by attraction and willingness). In stepdown analysis each DV was analyzed, in turn, with the DV's having the highest priority treated as covariates and with the highest priority DV tested in univariate ANOVA. Univariate results of all DV's were significant [ $F(2, 151) = 4.01, p < .05$  for credibility,  $F(2, 151) = 4.41, p < .05$  for attraction and,  $F(2, 151) = 7.67, p < .01$  for willingness]. A unique contribution of credibility was found with step-down test  $F(2, 151) = 4.01, p$

<.05, but not for attraction [ $F(2, 150) = 1.77, p > .05$ ] and willingness [ $F(2, 149) = 3.04, p > .05$ ].

### 3.1.2.3 Other Hypotheses

After the testing the hypotheses of proposed model, hypotheses regarding willingness to apply with different application modes, attraction, goal orientation, self-efficacy, process appropriateness, procedural justice, selection methods were analyzed in following paragraphs.

*Hypothesis 2: Changes in the willingness to apply for different application modes will differ with attraction levels.*

The model proposed in figure 2 was tested with mixed design ANOVA. However, first the difference between the four willingness ratings for each subject [the willingness to apply before seeing any application mode (a-control), willingness to apply via internet (b), willingness to apply when going to the office of the company in the same city where applicant lives (c), and lastly willingness to apply when going to the office of the company in a city other than the applicant lives (d)] were analyzed.

Before computing the statistical analysis, the correlations between all the variables and attraction were checked again. As Table 9 shows, all the willingness results were significantly correlated with attraction (for a  $r = .711, p < .01$ ; for b  $r = .267, p < .01$ ; for c  $r = .356, p < .01$ ; and for d  $r = .227, p < .01$ ); showing that as attraction increases all the willingness scores tend to increase significantly and vice versa. The control willingness to apply (a) correlates significantly with all application modes (for b  $r = .247, p < .01$ ; for c  $r = .330, p < .01$ ) but going to another city ( $r = .145, p > .05$ ). Moreover, b correlated significantly with c ( $r = .252, p < .01$ ) but not with d ( $r = -.037, p > .05$ ). And finally c correlates significantly with d ( $r = .565, p < .01$ ).

Then, the differences in willingness to apply with different application modes were analyzed. One way repeated measures ANOVA was performed to compare the control willingness and willingness to apply scores of three application modes. When the results concerning the assumptions were checked it was found that Mauchly's test was significant, indicating violation of sphericity assumption ( $\chi^2 = 54.23, p < .05$ ), therefore, degrees of freedom were corrected using Huynh-Feldt (as both epsilons were greater than .75, Huynh-Feldt correction was used rather than Greenhouse-Geisser correction) estimates of sphericity ( $\epsilon = 0.81$ ).

The results show that the willingness to apply scores of control (willingness prior to indication of application modes) and the three application modes differed significantly,  $F(2.43, 370.96) = 164.69, p < .001$ . As shown in Table 17 post hoc tests (Bonferroni) revealed that all means are significantly different from each other at  $p < .001$  significance level as internet application having the highest mean followed by same city application, no application mode specification (control) and finally applying by going to another city.

**Table 17 Mean Difference of Changes in Application Decision for Different Application Modes**

Willingness to apply	-a	-b	-c	-d
a. Control	$\bar{x} = 3.248$	-.844**	-.382**	1.111**
b. Internet		$\bar{x} = 4.071$	.442**	1.935**
c. Same city			$\bar{x} = 3.630$	1.496**
d. Different city				$\bar{x} = 2.136$

\*\*  $p < .01$ . Willingness to apply control scale: 1= "Strongly Disagree", 5= "Strongly Agree"; Application mode scales: 1= "I'll definitely not apply", 5= "I'll definitely apply". Means for each variable are presented at the diagonal.

The different willingness to apply scores with different attraction levels were measured with a mixed design ANOVA. There were four willingness ratings for each subject: the willingness to apply before seeing any application mode (a-control), willingness to apply via internet (b), willingness to apply when going to the office of the company in the same city where applicant lives (c), and lastly willingness to apply when going to the office of the company in a city other than the applicant lives (d). To find the change in

willingness score, absolute difference of control and 3 different application modes' willingness was taken.

Then the continuous attraction scores were divided into three groups as low, medium, and high. The cut of scores were selected depending on the cut-off score that was giving similar sample sizes for each group (59 subjects for low attraction group, 55 subjects for medium and 40 subjects for high attraction group). Therefore, analyses were run from these 3 change scores for three different application modes and 3 level attraction.

When the results were examined it was found that the sphericity assumption was violated as Mauchly's test was significant ( $\chi^2 = 15.245$ ,  $p < .001$ ), therefore, degrees of freedom were corrected using Huynh-Feldt ( $\epsilon = 0.94$ ). The results showed a significant main effect of difference scores,  $F(1.87, 9.203) = 19.239$ ,  $p < .001$ . However it was failed to show the main effect of attraction [ $F(2, 1.285) = 2.765$ ,  $p > .05$ ] and interaction effect of attraction and willingness score change [ $F(3.74, 0.941) = 1.967$ ,  $p > .05$ ].

As there was no interaction effect and a min effect of attraction was found Hypothesis 2 was rejected and, Hypothesis 2.a, Hypothesis 2.b, and Hypothesis 2.c were not tested.

*Hypothesis 3: Perceived process appropriateness of interview, personality test and knowledge test are different from each other, as interviews are rated higher followed by knowledge tests and then personality tests.*

One way repeated measures ANOVA was performed for Hypothesis 3 to test the process appropriateness of interview, personality test and knowledge test. Mauchly's test showed that the sphericity assumption was violated ( $\chi^2 = 18.36$ ,  $p < .05$ ). The degrees of freedom was corrected using Huynh-Feldt correction ( $\epsilon = 0.91$ ). The results show that process appropriateness scores were significantly differed from each other [ $F(1.82, 277.77) = 37.92$ ,  $p < .001$ ], confirming the presumed hypothesis. Table 18 shows Bonferroni test results, revealing that all means significantly differed



from each other at  $p < .01$  level as interviews having highest appropriateness rates followed by knowledge test and then personality test. Thus Hypothesis 3 was supported.

**Table 18 Mean Difference of Process Appropriateness**

Process Appropriateness	-a	-b	-c
a. Interview	$\bar{x} = 3.66$	.393**	.894**
b. Knowledge test		$\bar{x} = 3.26$	.502**
c. Personality test			$\bar{x} = 2.76$

\*\*  $p < .01$ . Process appropriateness scale: 1= "not appropriate at all", 5= "very appropriate". Means for each variable are presented at the diagonal.

*Hypothesis 4: Procedural justice ratings of interview, personality test and knowledge test are different from each other, as interviews are rated higher followed by knowledge tests and then personality tests.*

To test Hypothesis 4 again a one way repeated measures ANOVA was conducted to compare the procedural justice ratings of interview, personality test and knowledge test. The sphericity assumption was confirmed ( $\chi^2 = 04$ ,  $p > .05$ ). The results showed that procedural justice scores were significantly differed from each other [ $F(2, 306) = 51.03$ ,  $p < .001$ ], confirming the Hypothesis 4. Table 19 presents Bonferroni test results, revealing that all means significantly differed from each other at  $p < .01$  level as interviews having highest procedural justice rates followed by knowledge test and then personality test. Therefore, Hypothesis 4 was supported.

**Table 19 Mean Difference of Procedural Justice**

Procedural Justice	-a	-b	-c
a. Interview	$\bar{x} = 3.83$	.353**	.755**
b. Knowledge test		$\bar{x} = 3.48$	.402**
c. Personality test			$\bar{x} = 3.08$

\*\*  $p < .01$ . Procedural justice scale: 1= "Strongly Disagree", 5= "Strongly Agree". Means for each variable are presented at the diagonal.

*Hypothesis 5: The information given about the selection methods that will be used changes the application decisions of applicant as personality test making the biggest change followed by knowledge test and finally interviews.*

For Hypothesis 5 one-way repeated measures ANOVA was performed. Again there was a violation of sphericity with a significant Mauchly's test ( $\chi^2 = 14.27, p <.05$ ). The degrees of freedom was corrected using Huynh-Feldt correction ( $\epsilon = 0.93$ ). The results show that application decisions changed significantly from each other [ $F(1.86, 282.10) = 11.92, p <.01$ ], confirming the hypothesis.

**Table 20 Mean Differences of Changes in Application Decision**

Selection Method	-a	-b	-c
<b>All advertisements</b>			
a. Interview	$\bar{x} = 1.56$	-.314*	-.582**
b. Knowledge test		$\bar{x} = 1.87$	-.268
c. Personality test			$\bar{x} = 2.14$

\*  $p <.05$ , \*\*  $p <.01$ . Change the application decision scale: 1= "Strongly Disagree", 5= "Strongly Agree". Means for each variable are presented at the diagonal.

However, as shown on Table 20 Bonferroni test gave only partial support for the Hypothesis 5 as not all means were significantly differed from each other. Thus, interview received significantly less decision change than knowledge tests (a-b mean difference= -.314,  $p <.05$ ) and personality tests (a-c mean difference= -.582,  $p <.01$ ). However no difference was found between knowledge tests and personality tests (b-c mean difference= -.268,  $p >.05$ ). Therefore, Hypothesis 5 was partially supported.

This result showed that only the presence of interviews was found not disturbing for applicants (which was acceptable as process appropriateness and procedural justice for this item was higher than the others) as much as the other two. However, even the process appropriateness and procedural justice was higher for knowledge test than personality test, it was not enough for making applicants to keep their application decision unchanged when faced with knowledge test as a selection method.

To check the possible decision changes in the light of different advertisement kinds, a mixed design ANOVA was run with SPSS GLM to see possible variation in the changes of application decision. A main effect of decision change (within subject factor) was found [ $F(1.878, 13.813) = 11.827, p < .001$ ]. However, neither a main effect of advertisement kind [ $F(2, 0.604) = 0.280, p > .05$ ] nor interaction effect [ $F(3.756, 0.466) = 0.399, p > .05$ ] was found. Therefore, different advertisement kinds did not have effect on the changes of application decisions when faced with different selection methods.

*Hypothesis 6.a: Goal orientations of applicants result in changes in the decisions to apply when faced with knowledge tests as a selection method but not for interviews and personality tests.*

To test the Hypothesis 6.a regression analysis was performed with three continuous Goal Orientation scores of each individuals as IV's and application decision change scores of interviews, knowledge tests and personality tests as DV's (DV's entered separately for each analysis).

The results did not support the hypothesis. Interestingly significant differences between goal orientation scores were found for interviews [ $R^2 = .08, F(3, 149) = 4.27, p < .01$ ] but not for personality tests [ $R^2 = .03, F(3, 149) = 1.69, p > .05$ ] or knowledge tests [ $R^2 = .01, F(3, 149) = 0.589, p > .05$ ]. For the interviews, performance prove orientation significantly predicted decision change with interviews ( $\beta = -.19, p < .05$ ), showing that as the individuals becomes more performance prove oriented, their change in application decision when faced with interviews decrease. Hypothesis 6.b was not tested because of the lack of support for Hypothesis 6.a.

*Hypothesis 7.a: Self-efficacy of applicants result in changes in the decisions to apply when faced with knowledge tests as a selection method but not for interviews and personality tests.*

Prior to analysis, the correlations of the variables were checked and no significant correlation was found. Therefore, both Hypothesis 7.a and Hypothesis 7.b were rejected without analysis.

### 3.1.3 Summary of the Hypotheses and the Findings

All the hypotheses, kind of analysis used to test each hypothesis and the results were summarized in Table 21.

**Table 21 Summary Table of Study Hypotheses and Results**

Hypothesis	Kind of analysis	Result
Hypothesis 1.a: Advertisement kind will predict credibility of the information.	Regression analysis	Supported
Hypothesis 1.b: Advertisement kind will predict satisfaction gathered from the information presented in the advertisement.	Regression analysis	Not supported
Hypothesis 1.c: Credibility of the information given in the advertisement will predict attraction to the organization.	Regression analysis	Supported
Hypothesis 1.d: Satisfaction from the information given in the advertisement will predict attraction to the organization.	Regression analysis	Supported
Hypothesis 1.e: Attraction to the organization will predict willingness to apply to the job.	Regression analysis	Supported
Hypothesis 1.f: Credibility will mediate relation between advertisement kind and attraction.	Regression with 3 stages	Supported
Hypothesis 1.g: Satisfaction will mediate relation between advertisement kind and attraction.	Regression with 3 stages	Not Supported
Hypothesis 1.h: Attraction will mediate relation between satisfaction and willingness to apply to the job.	Regression with 3 stages	Supported
Hypothesis 1.i: Attraction will mediate relation between credibility and willingness to apply to the job.	Regression with 3 stages	Supported
Hypothesis 2: Change in the willingness to apply for different application modes will differ with attraction levels.	Mixed design ANOVA	Not supported
<i>Hypothesis 2.a: For both high and low attraction levels willingness will not change when application is done via internet.</i>	Results of H2	Supported

**Table 22 continued**

<b>Hypothesis</b>	<b>Kind of analysis</b>	<b>Result</b>
<i>Hypothesis 2.b: For high attraction levels willingness will not change when application is done by going to the office of the company located in the same city the applicant lives but will be lower if attraction was low.</i>	Results of H2	Not supported
<i>Hypothesis 2.c: For high attraction levels willingness will not change when application is done by going to the office of the company located in a different city other than the applicant lives but will be lower if attraction was low.</i>	Results of H2	Not supported
Hypothesis 3: Perceived process appropriateness of interview, personality test and knowledge test are different from each other, as interviews are rated higher followed by knowledge tests and then personality tests.	One way repeated measures ANOVA	Supported
Hypothesis 4: Procedural justice ratings of interview, personality test and knowledge test are different from each other, as interviews are rated higher followed by knowledge tests and then personality tests.	One way repeated measures ANOVA	Supported
Hypothesis 5: The information given about the selection methods that will be used changes the application decisions of applicant as personality test making the biggest change followed by knowledge test and finally interviews.	One way repeated measures ANOVA	Partially supported
Hypothesis 6.a: Goal orientations of applicants result in changes in the decisions to apply when faced with knowledge tests as a selection method but not for interviews and personality tests.	Regression analysis	Not supported-found only for PPO with interviews.
<i>Hypothesis 6.b: Mean difference in the ratings of the change in the decision to apply the job when faced with knowledge test will be different for performance avoid individuals when compared with performance prove and learning goal oriented individuals.</i>	Results of H7	Not supported
Hypothesis 7.a: Self-efficacy of applicants result in changes in the decisions to apply when faced with knowledge tests as a selection method but not for interviews and personality tests.	No analysis run because of lack of correlation among variables	Not supported
Hypothesis 7.b: Mean difference in the ratings of the change in the decision to apply the job when faced with knowledge test will be different for individuals with high self-efficacy when compared with individuals with low and medium self-efficacy.	No analysis run because of lack of correlation among variables	Not supported

## **CHAPTER IV**

### **DISCUSSION**

#### **4.1 Overview**

The main purpose of the present study was to find the effect of different kind of information given in a job advertisement on the application willingness of the subjects. It was proposed that this relationship would be mediated by several variables such credibility, satisfaction, and attraction. Moreover, certain relations were hypothesized and testes between application modes, procedural justice, process appropriateness, application decision change, selection method, goal orientation, and self-efficacy. The study composed of 3 phases. In the first phase, decision of the goal orientation and self-efficacy scales (from two alternatives) that would be used in the main study was done with a pilot study. In the second phase, the questionnaires and the job advertisements developed for the hypotheses of the main study were analyzed to find out if the questionnaires were meaningful to the participants and a manipulation check was performed to test the perceived differentiation of the advertisement kinds. In the final phase, the main hypotheses concerning the hypothesized model and other hypothesis were tested. In the following sections the results of the hypotheses testing of the main study, limitations and strengths of the study and suggestions for further studies were listed.

## **4.2 Results of the Hypothesis Testing**

### **4.2.1 Results of the Proposed Model's Hypotheses**

The current study presented a causal model to understand the reactions of electrical and electronics engineering students to different job advertisements. The advertisements were differentiated as small advertisement (which only contains job description and specifications), large-general advertisement (which contains general information about culture, benefits, salary and development opportunities as well as job description and specifications), and large specific (which contains specific information about culture, benefits, salary and development opportunities as well as job description and specifications).

The differences were found between small advertisement and large-specific advertisement (when compared with small ad and large general ad difference) and; large-general advertisement and large-specific advertisement (when compared with small ad and large-general ad difference). No difference was found between large-general advertisement and small advertisement when reference group was large-specific advertisement. Therefore, message amount together with content specificity of the advertisement were found to make significant difference between ads for engineering students. Feldman et al. (2006) found similar results concerning the message specificity with business students. The results were enlarged to electrical and electronics engineering students.

One concern about the advertisement content is the salary information given in the specific information. The same problem was also highlighted by Feldman et al. (2006) that maybe the effect of specificity was only because of the given salary amount. However, the salary amount was also confirmed by the professionals in the field (who were working in signal processing fields) as being a competitive but not exaggerated amount for new graduates (general opinion was that they receive salaries between 1500 YTL to 2500

YTL). Salary specification was found to be more influential for junior job applicants who are mostly newly graduated job seekers, and seniors do not look for such information as they already could predict the salary ranges (Feldman et al., 2006). Therefore, overall specificity could be more influential for people who are new in the job search process.

According to the model, different job advertisements provide different credibility and satisfaction results. The results supported that different advertisement kinds affected the credibility of the information given unlike Allen et al. (2004) study that failed to find the predicted result.

However, no significant result was found for satisfaction contrary to literature (Allen et al., 2004). The reason behind this lack of significance might be explained with the point that, in the current study, less amount of information contained job description and job specifications, which would be perceived as satisfying for the subjects as a source giving information about the job.

Moreover, the significant difference between the satisfaction results could be due to the inexperienced subjects in job advertisement search process (because of the lack of previous job search experiences as they were students and not looking for jobs).

The design was a between subject design for the advertisement kind, and subjects had no chance to see different versions of the advertisements. However, if they had the chance to see and evaluate all of them' significant main effect of advertisement kind could be seen on satisfaction.

One other point that would be the reason of non-significance could be the deficiency of the satisfaction scale to specify the satisfaction factors clearly. The reliability of the scale was high (.82), however, as it was adapted to the current study (not created only for this study) the measurement could have caused problems in finding significant differences.

The effect of credibility of the information and satisfaction gathered from the information presented were significant on attraction to the organization. These results were congruent with the literature (e.g. Gatewood et al., 1993; Reeve & Schultz, 2004) stating that more credible information



results in higher attraction. Satisfaction also significantly predicted attraction, showing that a different model could be suggested for satisfaction without the advertisement kind.

Increased attraction to an organization would result in applying for the job opening of this organization (Barber & Roehling, 1993; Cable et al., 2000). The study found that as the attraction levels of the participants increase, their attraction also increases, supporting the hypothesis.

When the above findings were concerned, a revised model in which satisfaction was deleted from the model was created and the mediation hypotheses were tested without satisfaction. The results of the revised models were given below.

The mediation analysis for the revised model showed that, credibility mediates the relation between advertisement kind and attraction. In addition to that, attraction mediates the relation between credibility and willingness to apply. These results supported the revised model of advertisement kind. Therefore, information given in the advertisement could lead in an increase in the number of qualified applicants therefore increase applicant pool. Moreover, for organizations that lack the public popularity, well-prepared advertisements could result in the desired applicant pool, and increase the public image of the organization as it increases the attraction.

The satisfaction was found to be a predictor of attraction together with credibility and even it was deleted from the revised model its relation with those two construct was important. Moreover, attraction mediated the relation between credibility and willingness.

One issue that was not examined in the current study was the firm reputation and its effects on applicants' attitudes and decisions. It was found that firm reputation had an effect on applicants' attraction (Turban, Forret, & Hendrickson, 1998). When the advertisements were made for large and reputable organizations, the specificity of the information may lose its significant effect on the decisions of the applicants.

#### **4.2.2 Results of Application Decision Change Hypotheses**

The hypotheses regarding application decision change were also tested and some are fully or partially supported while some are not. No support was found for the change in the application decision for different application modes with different attraction levels as no interaction was found. This was an unexpected result as for less attracted applicants, if the application would require much effort; a tendency of not applying for the job was expected. An influence of effort for application or selection process would affect the decisions of individuals (e.g. Barber & Roehling, 1993). It was expected to find mean difference of decision change with different attraction levels. No interaction was found with attraction with other application modes, which requires effort (especially going to another city to apply for the job). This result confirmed the expectation that, for both high and low attraction levels willingness would not change when application is done via Internet, which requires the lowest effort. However no support for change in decision for other two modes found with different attraction levels.

It was hypothesized that for high attraction levels decision will not change when application is done by going to the office of the company located in the same city the applicant lives but will be lower if attraction was low. As a support, it was found that difference between the control and willingness to apply by going to the office of the company in the same city means was not significant for high attraction. However, even the expected mean difference was found for low attraction, contrary to the presumed hypothesis, willingness to apply by going to the office of the company in the same city means were significantly higher than the control willingness for low attraction mean. This result was unexpected, as going to the office of the company requires effort, so there might be some unforeseen effects of different variables when going to the office required.

Other hypothesis concerning application mode was: for high attraction levels willingness will not change when application is done by going to the office of the company located in the same city the applicant lives but will be lower if attraction was low. Again no support was found. Difference between the control willingness and willingness to apply by going to the office of the company in a different city mean was significant for low attraction supporting the hypothesis. However, it was also significant for high attraction failing to support the hypothesis. This was understandable as no interaction effect was found in the main hypothesis.

When the willingness to apply score changes were analyzed with the effect of job advertisement kind it was found that long-specific information was significantly different from long-general and short information. However, no significant difference was found between small and large general advertisements. Therefore, it could be stated that having specified advertisements are more important than having solely more amount of information. Therefore, the quality of information also effects the decisions of applicants. A support for this statement comes from Feldman et al. (2006) study which found the specificity of the information given affects perceived appropriateness of the advertised jobs, perceived truthfulness of the ad, as well as attitude towards the ad and company positively.

Perceived process appropriateness of interview, personality test and knowledge test were found to be different from each other (supporting Hunter & Hunter, 1984; Smither et al., 1993), as interviews are rated higher followed by knowledge tests and then personality tests. For procedural justice ratings, interview, personality test and knowledge test are different from each other, as interviews are rated higher followed by knowledge tests and then personality tests.

The information given about the selection methods that would be used in the following selection procedures also found to affect the application decisions of applicant. However, while decision change is smallest for interviews than personality test and knowledge test, no difference was found between personality test and knowledge test. This was strange, as

knowledge test could be justified for an engineering job as engineering subject knowledge is very important for the job in question. However, as face validity is very important for the selection procedures, it could be stated that even they are objective and scientifically valid, knowledge tests may not be found as face valid and not differentiated from personality tests in terms of its impact on application decision change.

When the relation between goal orientation and changes in the decisions to apply when faced with different selection methods were analyzed, it was found that change in the application was significantly different only for performance prove goal oriented individuals for interviews but not for knowledge tests and personality tests. No other difference was found between goal orientation styles in terms of application decision change.

This result was an unexpected finding as interview was one of the most used selection method in Turkey (Sözer, 2004) and expected to have high face validity. Unlike the expectation of no group difference between three goal orientation styles, performance prove oriented individuals were found to be less likely to change their decisions of applying, when they were faced with interviews. This could be explained by, performance prove goal oriented individuals' perception of interviews as an opportunity to express and prove themselves verbally to the recruiters. No other significant result was found between groups for learning goal orientation and performance prove gal orientation. Performance avoid individuals were not found to be more likely than other orientations to change application decisions when faced with knowledge tests.

Interestingly, self-efficacy had no significant correlation with willingness to apply. Therefore, no analyses were run for self-efficacy. This was interesting as self-efficacy was expected to influence willingness to apply for the jobs since individuals with high efficacy could trust themselves in terms of achieving a status (Chen et al., 2000).

### **4.3 Strengths of the Study**

First of all, the study brings together the different concepts of recruitment field, and puts them in a model which was not brought together and analyzed so specifically before. The model could be more significant for junior job seekers but it could also be applicable to the senior job seekers.

The study uses potential graduates which would look for jobs soon. Even if their attitudes could be different when they actively search jobs, this study was important in terms of showing possible preferences of students in job advertisements.

The study also contributed to the recruitment literature in Turkey, which found important effects of job advertisement characteristics. In addition to that, the results could easily be applied to real life situations, thus they have practical value.

The questionnaires used were also a contribution to the Turkish literature. The goal orientation and self-efficacy scales were reanalyzed with another Turkish sample. Moreover, the goal orientation scale of VandeWalle (1997) was work place oriented and adapted to Turkish before by Tayfur (2006). In the current study it was adapted to school environment and used for the current study. Therefore, an education domain goal orientation scale was made.

### **4.4 Limitations of the Study and Suggestions for Further Studies**

There are several limitations for the present study. Firstly, the study uses university students, not the real job seekers as subjects. The real life result of the study would not be same as the current study, as new graduated students would apply for as many jobs as they can just to find a job for themselves. This could be intensified in periods of high unemployment.

One other limitation was the use of only electrical and electronics engineering students as sample. The results could be different when the entire spectrum of the fields of study or as many as types of careers were

included. Therefore, the results were not generalizable to the entire population and all kinds of recruitment practices.

Data collection was also a limitation for the study. The students filled the questionnaires in big classes, however they were together and could see each others answers if they tried. Therefore, some answers could be biased, resulting in insignificant or significant (but not correct) results.

A better design could be evaluating the new graduates in a real job application setting. Actually, such arrangements could be done via internet in collaboration with job search web sites. Experimental conditions (in terms of random assignment of questionnaires that include different advertisement kinds) could be created and results could be interpreted as real life conditions. However, this may limit the scope to the internet applications only.

Measurement errors were other limitation of the study. The measurements used were generally adapted to the current study from previous studies. Even the reliabilities of the measurements were not bad; there could be problems in the operationalization of the concepts.

Demand characteristics of the scales used were also a limitation for the current study. Especially, for some of the scales (e.g., mode of application) used to assess the participants responses for different conditions were highly vulnerable to interpretation of what was wanted to be found with the questions (Baker, 1988; Gomm, 2004). Therefore, participants could subconsciously respond in the way the experimenter expected (demanded), rather than their own responses with the cues they got from the questionnaires.

It is also important to state that the data was obtained with self-report measures, which also limit the study's validity of causal conclusions. Therefore, some participants might systematically distort the responses they had given, to avoid giving their real thoughts, or just to give results that were demanded (because of the demand characteristics). Self-reports could also influence the psychometric propriety (validity and reliability) of questionnaires

used, as they are vulnerable to distortions. And method variance and mono method variance becomes a problem with self-reports.

Common method variance (mono method variance) is the use of same method when measuring different variables, which result in inflated bivariate correlations between variables (Kline, Sulsky, & Rever-Moriyama, 2000; Spector, 2006). In the present study, variables were measured with a 5-point Likert type rating scale, thus the method used was common across different measures. Therefore, the results should be considered together with the common method variance problem.

One other limitation is that the data was collected in a certain period of time within a week. The study was not a longitudinal one, and it was limited to certain subjects (thus not random in terms of field of study of the subjects), and the subjects as a group of students from the same department could be influenced by some uncontrolled effects (e. g. a stressful examination period). Thus, the results should be interpreted with caution even it was used for the electrical and electronics engineering students.

The last limitation is about the job presented in the job advertisement. The job was about a specific field of electrical and electronics engineering, which could not found attractive by some of the subjects. There are many different areas for graduated electrical and electronics engineering. Even it was stated on the booklets that participants should read and evaluate the advertisements if they would like to work in that field (even if in reality they did not), it was possible that they were influenced by their own perceptions of and attitudes about the field of study. Thus, in future studies different job advertisements that contain as many different area of work as possible could be aimed.

#### **4.5 Implications for Practitioners**

The results of the present study showed that the characteristics of the information given in job advertisements are very important for having a qualified applicant pool (Barber & Roehling, 1993). It is shown that, long

advertisements that giving extra information about compensation, benefits and organizational culture are found more credible and satisfactory than the one's that are not. However, the specificity of the additional information had an impact on the results, showing that, to be more effective, information should be specific (Feldman et al., 2006). As the information becomes more credible, the attraction to the organization also increase, which in turn result in more applicants applying for the job. Therefore, organizations that aim to have large applicant pool should prepare advertisements that give extra information such as compensation, culture, development opportunities, and this extra information should also be specific rather than general.

These findings are also important for the organizations that lack firm reputation. For publicly well known organizations, the characteristics of the information could have less effect on the attraction to the organizations, as most of the individuals could see the firm a good place to work. However, most of the time, in case of the lack of public reputation potential applicants learns about the organization primarily from the job advertisement. Therefore, more credible and satisfactory information presented in job advertisements will result in more attraction to the unknown organization. And this will result in more applicants (and potentially better hires).

It was also shown that mode of application effects application decisions of applicants. However, this effect is not influenced by the attraction level of the individuals. Therefore, even the applicant is highly attracted to the organization, they may change their application decision when they learn about the effort required to apply to the job. To avoid high drop out rates for further recruitment procedures, it will be better to specify the mode of application for applicants.

Finally, selection method is found to be a factor affecting the decisions of applicants to apply or not to apply for the job. Face validity of selection method again found important, as interviews are accepted as normal procedure. However, when an organization decides on using knowledge test or personality tests as selection methods, a potential danger of losing applicants arises. Therefore, they may lose qualified applicants



as well as unqualified ones. Perhaps if they have to use the other selection methods such as knowledge or personality tests, they may give legitimate explanation for the use of those methods in order not to lose the potential applicants.

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## APPENDICES

### APPENDIX A

#### PILOT STUDY QUESTIONNAIRE

Aşağıdaki ifadeler, kişilerin okul ve günlük hayatlarında yaptıkları işlerle ilgili beklenti, duygu ve düşüncelerini yansıtmaktadır. Lütfen verilen her bir ifadeyi dikkatlice okuduktan sonra, kendinizi değerlendirip ifadeye katılıp katılmadığınızı verilen ölçeği kullanarak belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1- Karşılaştığım herhangi bir işte başarısız olma riskini almaktansa, her zaman işe yarayan yolu takip etmeyi tercih ederim.	1	2	3	4	5
2- Okuldakilerin (hoca ve diğer öğrenciler) işlerimi ne kadar iyi yaptığının farkında olmalarından hoşlanırım.	1	2	3	4	5
3- Yeni şeyler öğrenebilme fırsatı benim için önemlidir.	1	2	3	4	5
4- Okuldaki insanlara yeteneğimi kanıtlayabilmenin yollarını bulmaya çalışırım	1	2	3	4	5
5- Okulda, kötü performans göstereceğim durumlardan kaçınmayı tercih ederim.	1	2	3	4	5
6- Eğer hayatımda karşılaştığım zor bir durumu başaramamışsam, bir dahaki sefere daha çok çalışmayı planlarım.	1	2	3	4	5
7- Başaramayacağımı bildiğim durumlardan çoğunlukla uzak dururum.	1	2	3	4	5
8- Yaptığım işlerdeki performansımın başkalarıyla karşılaştırıldığında olumsuz değerlendirilmesinden hoşlanmam.	1	2	3	4	5
9- Okulda yeni yetenekler edineceğim zorlayıcı ve meydan okuyucu derslerden hoşlanırım.	1	2	3	4	5
10- Yeteneklerimi geliştirmek için risk almaya değer.	1	2	3	4	5
11- Bir şeyi öğrenirken kendim için gerçekçi ama zorlu hedefler koymaya çalışırım.	1	2	3	4	5
12- Becerilerimin sınırlarını genişletebilme fırsatı benim için önemlidir.	1	2	3	4	5
13- Yüksek seviyede yetenek ve beceri isteyen durumlarda çalışmayı tercih ederim.	1	2	3	4	5
14- Performansımın başkalarıyla karşılaştırılabileceği durumlardan kaçınırım.	1	2	3	4	5
15- Başkalarının benim performansım hakkındaki düşünceleriyle ilgilenmem.	1	2	3	4	5
16- Zorlu durumlara uğraşabilme fırsatı benim için önemlidir	1	2	3	4	5

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
17- Az yetenekli görünmekten kaçınmak benim için yeni bir beceri öğrenmekten daha önemlidir.	1	2	3	4	5
18- Başkalarının bazı durumlarda ne kadar iyi işler yapabileceğim hakkındaki düşünceleri benim için önemlidir.	1	2	3	4	5
19- Tamamlayabileceğimden emin olmadığım işlerden uzak dururum	1	2	3	4	5
20- Sıklıkla yeni bilgi ve beceriler edinebileceğim fırsatlar ararım.	1	2	3	4	5
21- Başkalarını performansıyla etkilemeyi düşünmem.	1	2	3	4	5
22- Kabiliyetimi diğer insanlara kanıtlayabileceğim projelerde çalışmayı tercih ederim.	1	2	3	4	5
23- Başarıyla tamamlayabileceğimden emin olmadığım işleri yapmaktan zevk almam.	1	2	3	4	5
24- İyi bir iş yaparak başkalarını etkileyebilmek benim için önemlidir	1	2	3	4	5
25- Okuldaki arkadaşlarımdan daha iyi performans gösterebileceğimi göstermek benim için önemlidir.	1	2	3	4	5
26- Eğer bir durumdaki performansım az yeteneğe sahip olduğumu gösterecekse, o duruma katılma konusunda endişelenirim.	1	2	3	4	5
27- Başkalarının benim performansım hakkındaki düşüncelerine önem veririm.	1	2	3	4	5
28- Başkalarının benimle ilgili beklentilerini karşılamayı severim.	1	2	3	4	5
29- Yeni şeyler öğrenme konusunda kendi sınırlarımı zorlarım.	1	2	3	4	5
30- Eğer diğerlerine yetersiz görünme ihtimalim varsa görev almaktan kaçınırım.	1	2	3	4	5
31- Beni yeni şeyler öğrenmeye iten durumları tercih ederim.	1	2	3	4	5
32- Başkalarınca konulmuş standartlara her zaman ulaşamayabileceğimi bilmek beni endişelendirir.	1	2	3	4	5
33- Kendisinden çok şey öğrenebileceğim zorlu bir dersi seçmeyi tercih ederim.	1	2	3	4	5
34- Genellikle bir işe başlamadan önce o işi başarabileceğimden emin olmak isterim	1	2	3	4	5

Aşağıdaki ifadeler, kişilerin kendileri hakkındaki genel duygu ve düşüncelerini yansıtmaktadır. Lütfen verilen her bir ifadeyi dikkatlice okuduktan sonra, kendinizi değerlendirip ifadeye katılıp katılmadığınızı verilen ölçeği kullanarak belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1- Karşılaştığım ani olayların da hakkından gelebileceğimi sanıyorum.	1	2	3	4	5
2- Diğer insanlarla karşılaştırıldığında pek çok işi başarıyla yapabilirim	1	2	3	4	5
3- Ne olursa olsun, sorunların üstesinden gelirim.	1	2	3	4	5
4- Kafama koyduğum, çaba gerektiren şeyleri başarabileceğime inanırım	1	2	3	4	5
5- Tasarılarımı gerçekleştirmek ve hedeflerime erişmek bana güç gelmez.	1	2	3	4	5
6- Beklenmedik durumlarda nasıl davranmam gerektiğini her zaman bilirim	1	2	3	4	5
7- Kendim için koyduğum hedeflerin çoğuna ulaşabilirim.	1	2	3	4	5
8- Çok zor olduklarında bile işleri başarıyla yapabilirim	1	2	3	4	5
9- Güçlükleri soğukkanlılıkla karşılarım, çünkü yeteneklerime her zaman güvenebilirim.	1	2	3	4	5
10- Her sorun için bir çözümüm vardır.	1	2	3	4	5
11- Pek çok farklı işi başarıyla yapabilirim.	1	2	3	4	5
12- Bir sorunla karşılaştığım zaman onu halledebilmeye yönelik birçok fikrim vardır	1	2	3	4	5
13- Zor sorunların çözümünü eğer gayret edersem her zaman bulurum.	1	2	3	4	5
14- Genellikle benim için önemli olan neticeleri alabileceğimi düşünürüm	1	2	3	4	5
15- Yeni bir durumla karşılaştığımda ne yapmam gerektiğini bilirim.	1	2	3	4	5
16- Zorluklarla karşılaştığımda, onların üstesinden gelebileceğimden emin olurum.	1	2	3	4	5
17- Bana karşı çıkıldığında kendimi kabul ettirecek çare ve yolları bulurum.	1	2	3	4	5
18- Pek çok mücadelenin üstesinden başarıyla gelebilirim	1	2	3	4	5

Aşağıda çalışma verilerinin daha iyi değerlendirilebilmesi için bazı demografik bilgiler istenmiştir. Ayrıca çalışmanın sonuçlarının ve açıklamalarının daha sonradan size duyurulabilmesi için e-posta adresiniz de sorulmuştur. Burada vereceğiniz bilgiler gizli tutulacak ve yalnızca araştırmacılar tarafından görülecektir.

### Demografik Bilgiler

Bölümünüz: .....

Sınıfınız: .....

Genel not ortalamanız: .....

Anketimiz burada bitmiştir. Katılımınız için teşekkür ederiz.

## **APPENDIX B**

### **INFORMED CONSENT 1**

Bu araştırma, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü'nde yürütülmekte olan tez çalışmasının bir parçası olarak yapılmaktadır. Bu araştırmanın amacı, kişilerin genel olarak veya bazı özel durumlarda kendileri hakkındaki duygu ve düşüncelerini incelemektir.

Ankette, katılımcılardan kimlik belirtici hiçbir bilgi istenmemektedir. Ancak anket sonunda çalışma verilerinin daha iyi değerlendirilebilmesi için bazı demografik bilgiler istenmiştir. Bu çalışmada toplanan veriler tamamen bilimsel amaçlarla kullanılacak ve cevaplar sadece araştırmacılar tarafından görülecektir. Katılım tamamıyla gönüllülük temelindedir; ancak, katılımınız araştırmamız için önemli bir katkı sağlayacaktır. Bu nedenle bütün soruları eksiksiz olarak cevaplamanız çok önemlidir.

Katılımınız için şimdiden teşekkür ederiz.

## APPENDIX C-1

### SHORT ADVERTISEMENT

Lütfen aşağıdaki iş ilanını dikkatlice okuyunuz. Sizden istenen ilanın görünüşüne önem vermeden sadece içerdiği bilgileri objektif bir şekilde okumanızdır. Takip eden sayfalarda bu ilanın özelliklerini değerlendirmeniz istenecektir. Soruları yanıtlarken ilanda yer alan iş alanında çalışmayı düşünmüyorsanız bile, çalışmak istiyormuş gibi düşünmeniz beklenmektedir.

#### **İŞ İLANI**

Mühendislik grubumuzda çalışmak üzere Elektrik-Elektronik mühendisleri aranıyor

#### **İş tanımı:**

Video işleme konusunda, çözümlenmeden (analiz), iletimdeki hataları düzeltmeye kadar geniş bir yelpazede, konu ile ilgili güncel bilgiler ışığında algoritmalar geliştirmek.

#### **Aranan Özellikler:**

- C/C++ ve MATLAB bilgisi,
- İşaret işleme alanında temel bilgi,
- Görüntü, konuşma işleme ve iletimi konularına ilgi,
- Bu konularda güncel araştırma yapabilme yeteneği/isteği,

Elektik-Elektronik Mühendisliği veya ilgili bir bölümden lisans diploması.

## APPENDIX C-2

### LONG-GENERAL ADVERTISEMENT

#### İŞ İLANI

Mühendislik grubumuzda çalışmak üzere Elektrik-Elektronik mühendisleri aranıyor

##### İş tanımı:

Video işleme konusunda, çözümlmeden (analiz), iletimdeki hataları düzeltmeye kadar geniş bir yelpazede, konu ile ilgili güncel bilgiler ışığında algoritmalar geliştirmek.

##### Aranan Özellikler:

- C/C++ ve MATLAB bilgisi,
- İşaret işleme alanında temel bilgi,
- Görüntü, konuşma işleme ve iletimi konularına ilgi,
- Bu konularda güncel araştırma yapabilme yeteneği/isteği,
- Elektik-Elektronik Mühendisliği veya ilgili bir bölümden lisans diploması.

Firmamızdaki mühendislik grubumuz değişik konular üzerinde çalışmaktadır. Mühendislik grubumuzun, farklı konularda bazı çalışmaları bulunmaktadır. Ayrıca firmamız, çalışanlarının kendilerini geliştirmesini teşvik etmektedir. Grubumuzla ilgili bilgiler internet sitesinde görülebilir. Bunlara ek olarak firmamız çalışanlarına tecrübelerine göre tatmin edici maaş olanağı sunmaktadır.

Yeniliklere açıksanız, takım çalışmasına uyumlu olduğunuzu düşünüyorsanız, bahsedilen konulara ilgi duyuyor ve bu konularda kendinizi geliştirmek istiyorsanız, aramıza katılın.



## APPENDIX C-3

### LONG-SPECIFIC ADVERTISEMENT

#### İŞ İLANI

Mühendislik grubumuzda çalışmak üzere Elektrik-Elektronik mühendisleri aranıyor

##### İş tanımı:

Video işleme konusunda, çözümlenmeden (analiz), iletimdeki hataları düzeltmeye kadar geniş bir yelpazede, konu ile ilgili güncel bilgiler ışığında algoritmalar geliştirmek.

##### Aranan Özellikler:

- C/C++ ve MATLAB bilgisi,
- İşaret işleme alanında temel bilgi,
- Görüntü, konuşma işleme ve iletimi konularına ilgi,
- Bu konularda güncel araştırma yapabilme yeteneği/isteği,
- Elektik-Elektronik Mühendisliği veya ilgili bir bölümden lisans diploması.

Firmamızdaki mühendislik grubumuz genel olarak çokluortam işaret işleme ve iletimi konuları üzerinde çalışmaktadır. Mühendislik grubumuzun, görüntü ve video iyileştirme, sıkıştırma ve iletimi konularında halen bazı projeleri bulunmaktadır. Ayrıca firmamız, mühendislerimizin ulusal ve uluslararası konferanslara katılmasını ve bilimsel dergilerde yayın yapmasını teşvik etmektedir. Grubumuzun yayın listesi "[www.firma.com/yayin](http://www.firma.com/yayin)" adresinde görülebilir. Bunlara ek olarak firmamız çalışanlarına tecrübelerine göre 2000 YTL'den başlayan maaş olanağı sunmaktadır.

Yeni fikirlere ve tartışmalara açıksanız, takım çalışmasına uyumlu olduğunuzu düşünüyorsanız, bahsedilen konulara ilgi duyuyor ve bu konularda kendinizi geliştirmek istiyorsanız aramıza katılın.

## APPENDIX D

### CREDIBILITY & SATISFACTION QUESTIONNAIRE

#### BÖLÜM 1

Bu bölümde ilanın içerdiği bilgiler hakkında sorular yönetilmiştir. Lütfen her bir soruyu dikkatlice okuyup verilen cümlelere ne kadar katılıp katılmadığınızı 5 basamaklı ölçekte belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1- Bu ilanın verdiği bilgi objektiftir.	1	2	3	4	5
2- Bu ilan kapsamlı değildir.	1	2	3	4	5
3- Bu ilan güvenilir gözükmemektedir.	1	2	3	4	5
4- Bu ilan derinlemesine bilgi vermemektedir.	1	2	3	4	5
5- Bu ilan etiktir.	1	2	3	4	5
6- Bu ilan bir uzman tarafından yazılmıştır.	1	2	3	4	5
7- Bu ilan iş hakkında bilinmesi gereken her bilgiyi vermektedir.	1	2	3	4	5
8- Bu ilanda verilen bilgilere inanabileceğimden emin değilim.	1	2	3	4	5
9- İlanda verilen bilgiler tatmin edicidir.	1	2	3	4	5
10- İlanda verilen bilgiler iyi düzenlenmiştir.	1	2	3	4	5
11- İş hakkında ilandan aldığım bilgi miktarı benim için yeterlidir.	1	2	3	4	5
12- İlanda verilen bilginin iş hakkında verdiği detay yeterlidir.	1	2	3	4	5
13- İlanda daha fazla bilgi görmeyi tercih ederim.	1	2	3	4	5

## APPENDIX E

### ORGANIZATIONAL ATTRACTION & APPLICATION WILLINGNESS QUESTIONNAIRE

#### BÖLÜM 2

Bu bölümde ilandaki iş ve işin yer aldığı organizasyon hakkında sorular yönetilmiştir. Lütfen her bir soruyu dikkatlice okuyup verilen cümlelere ne kadar katılıp katılmadığınızı 5 basamaklı ölçekte belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1- Bu işe başvurabilirim.	1	2	3	4	5
2- Bu organizasyonu arkadaşlarıma tavsiye edebilirim.	1	2	3	4	5
3- Bu işe başvurursam ileriki seçim aşamalarına çağrılacağımı düşünüyorum.	1	2	3	4	5
4- Bu şirkette çalışabilmek için büyük bir çaba gösterebilirim	1	2	3	4	5
5- Bu şirkete başvurmakla ilgilenirdim.	1	2	3	4	5
6- Bu şirkette çalışmak isterdim.	1	2	3	4	5
7- Bu şirketten gelen bir iş teklifini kabul ederdim	1	2	3	4	5
8- Bu şirketteki farklı iş olanaklarına da başvururdum	1	2	3	4	5
9- Başka hiçbir seçeneğim kalmaması durumu dışında bu şirkete başvurmazdım.	1	2	3	4	5

## APPENDIX F

### APPLICATION MODE QUESTIONNAIRE

#### BÖLÜM 3

Bu bölümde ilandaki işe başvurma seçenekleri vardır. Burada sizden beklenen her bir başvuru yöntemini değerlendirip, o koşullarda bu işe başvurup başvurmayacağınızı belirtmenizdir.

	Kesinlikle Başvurmam				Kesinlikle Başvururum
1- Bu işe başvurabilmek için internet üzerinden başvuru formu doldurmanız gerekiyor.	1	2	3	4	5
2- Bu işe başvurabilmek için yaşadığınız şehirde bulunan ofisimize gelip başvuru formu doldurmanız gerekiyor.	1	2	3	4	5
3- Bu işe başvurabilmek için yaşadığınızdan farklı bir şehirde bulunan ofisimize gelip başvuru formu doldurmanız gerekiyor.	1	2	3	4	5

## APPENDIX G

### PROCESS APPROPRIATENESS & PROCEDURAL JUSTICE QUESTIONNAIRE

#### BÖLÜM 4

Bu bölümde ilandaki iş için organizasyonun seçim aşamasında kullanabileceği yöntemlerle ilgilidir. Lütfen her bir soruyu/ifadeyi dikkatlice okuyup verilen seçme yöntemleri için ölçeklerde size uygun gördüğünüz bölümü örnekteki gibi işaretleyerek belirtiniz.

Örnek:

	Hiç uygun değil				Çok uygun
1- Bu seçme yöntemi adı "a" harfini içermektedir.					
Mülakat	1	2	3	4	<input checked="" type="radio"/>
Kişilik testi	<input checked="" type="radio"/>	2	3	4	5
Bilim sınavı	1	2	3	4	<input checked="" type="radio"/>

#### Bölüm 4.1

	Hiç uygun değil				Çok uygun
1- Bu seçme yönteminin, bu iş için doğru kişileri seçebilmesi açısından uygunluğunu nasıl değerlendirirdiniz?					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
2- Bu seçme yöntemine dayanarak bu işe alınmasanız, bu yöntemin kullanılmasının uygunluğunu nasıl değerlendirirdiniz?					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5

	Kesinlikle katılmıyorum				Kesinlikle katılıyorum
<b>1- Bu seçme yöntemi güvenilir bilimsel araştırmaya dayalıdır.</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
<b>2- Bu seçme yöntemi verilen iş için uygun adayları belirleyebilmesi açısından mantıklıdır.</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
<b>3- Bu seçme yöntemi kişileri diğerlerinden ayıran önemli özelliklerini belirleyebilir</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
<b>4- Bu seçme yöntemi soğuk ve insancılıktan uzaktır</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
<b>5- İşverenlerin bu yöntemi kullanarak adaylar hakkında bilgi edinme hakları vardır</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
<b>6- Bu seçme yöntemi özel hayata müdahale etmektedir.</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
<b>7- Bu seçme yöntemi yaygın olarak kullanıldığı için uygundur.</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5
<b>8- Bu seçme yöntemi seçim aşamasında kullanılırsa işe başvurmaktan vazgeçerim.</b>					
Mülakat	1	2	3	4	5
Kişilik testi	1	2	3	4	5
Bilim sınavı	1	2	3	4	5

## APPENDIX H-1

### GOAL ORIENTATION SCALE

#### BÖLÜM 5

Bu bölümde kendinizi değerlendirip verilen cümlelere ne kadar katılıp katılmadığınızı yazmanız beklenmektedir. Lütfen her bir soruyu dikkatlice okuyup verilen cümlelere ne kadar katılıp katılmadığınızı 5 basamaklı ölçekte belirtiniz.

#### Bölüm 5.1

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Sıklıkla yeni bilgi ve beceriler edinebileceğim fırsatlar ararım.	1	2	3	4	5
2. Okuldaki insanlara yeteneğimi kanıtlayabilmenin yollarını bulmaya çalışırım.	1	2	3	4	5
3. Az yetenekli görünmekten kaçınmak benim için yeni bir beceri öğrenmekten daha önemlidir.	1	2	3	4	5
4. Okuldakilerin (hoca ve diğer öğrenciler) işlerimi ne kadar iyi yaptığının farkında olmalarından hoşlanırım.	1	2	3	4	5
5. Okulda, kötü performans göstereceğim durumlardan kaçınmayı tercih ederim.	1	2	3	4	5
6. Okulda yeni yetenekler edineceğim zorlayıcı ve meydan okuyucu derslerden hoşlanırım.	1	2	3	4	5
7. Yeteneklerimi geliştirmek için risk almaya değer.	1	2	3	4	5
8. Yüksek seviyede yetenek ve beceri isteyen durumlarda çalışmayı tercih ederim.	1	2	3	4	5
9. Eğer diğerlerine yetersiz görünme ihtimalim varsa görev almaktan kaçınırım.	1	2	3	4	5
10. Kabiliyetimi diğer insanlara kanıtlayabileceğim projelerde çalışmayı tercih ederim.	1	2	3	4	5
11. Okuldaki arkadaşlarımdan daha iyi performans gösterebileceğimi göstermek benim için önemlidir.	1	2	3	4	5
12. Eğer bir durumdaki performansım az yeteneğe sahip olduğumu gösterecekse, o duruma katılma konusunda endişelenirim.	1	2	3	4	5
13. Kendisinden çok şey öğrenebileceğim zorlu bir dersi seçmeyi tercih ederim	1	2	3	4	5

## APPENDIX H-2

### SELF-EFFICACY SCALE

#### Bölüm 5.2

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1) Kendim için koyduğum hedeflerin çoğuna ulaşabilirim.	1	2	3	4	5
2) Zorluklarla karşılaştığımda, onların üstesinden gelebileceğimden emin olurum.	1	2	3	4	5
3) Genellikle benim için önemli olan neticeleri alabileceğimi düşünürüm	1	2	3	4	5
4) Kafama koyduğum, çaba gerektiren şeyleri başarabileceğime inanırım	1	2	3	4	5
5) Pek çok mücadelenin üstesinden başarıyla gelebilirim	1	2	3	4	5
6) Pek çok farklı işi başarıyla yapabilirim.	1	2	3	4	5
7) Diğer insanlarla karşılaştırıldığında pek çok işi başarıyla yapabilirim	1	2	3	4	5
8) Çok zor olduklarında bile işleri başarıyla yapabilirim	1	2	3	4	5



## APPENDIX I

### DEMOGRAPHICS ITEMS

#### **Demografik Bilgiler**

Lütfen bu alanı eksiksiz doldurunuz. Burada toplanan veriler sadece arařtırmacılar tarafından görülecektir ve saklı tutulacaktır.

Bölümünüz: .....

Sınıfınız: .....

Genel not ortalamanız: .....

Çalışmanın sonuçlarını öğrenebilmek için lütfen e-mail adresinizi yazınız:

.....

**Anketimiz burada bitmiştir. Katılımınız için teşekkür ederiz.**

## APPENDIX J

### MANIPULATION CHECK ITEMS

Aşağıda biraz önce gördüğünüz iş ilanının içerdiği bilgiler hakkında sorular sorulmuştur. Lütfen her bir soruyu dikkatlice okuyup verilen cümlelerin ilanda belirtilip belirtilmediğine katılıp katılmadığınızı 5 basamaklı ölçekte değerlendiriniz.

	Hiç katılmıyorum				Tamamen katılıyorum
1-İlanda verilen iş video işleme ile ilgilidir	1	2	3	4	5
2-İlanı veren firmanın görüntü ve video iyileştirme, sıkıştırma vb. Projeleri bulunmaktadır.	1	2	3	4	5
3-İlanda verilen iş algoritmalar geliştirmeyi gerektirir.	1	2	3	4	5
4-İlanı veren firma çalışanlarının yurtdışı ve yurtiçi konferanslara katılmasını destekler.	1	2	3	4	5
5-İlanda verilen iş Linux bilgisi gerektirir.	1	2	3	4	5
6-İlanda verilen iş Ankara ili içinde ikamet etmeyi gerektirir.	1	2	3	4	5
7-İlanı veren firmanın çalışanları bilimsel dergilerde yayın yapma konusunda teşvik edilir.	1	2	3	4	5
8-Bu ilana başvurmak istememde ilanının özellikleri etkili oldu.	1	2	3	4	5

## APPENDIX K

### INFORMED CONSENT FORM

#### Gönüllü Katılım Formu

Bu araştırma, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü'nde yürütülmekte olan bir tez çalışmasının parçası olarak, çalışmanın ileri aşamalarında kullanılmak üzere yapılmaktadır. Bu araştırmanın amacı, kişilerin işyerlerinde uygulanan seçme yöntemlerine yönelik tutumlarını ve kendilerini genel olarak nasıl değerlendirdiklerini öğrenmektir. Lütfen anketi doldurmaya başlamadan önce ölçeklerin başında yer alan açıklamaları dikkatlice okuyunuz. Anketi eksiksiz olarak doldurmanız ve sorulara içtenlikle cevap vermeniz araştırmamızdan sağlıklı bilgiler edinebilmemiz için çok önemlidir.

Ankette, katılımcılardan kimlik belirtici hiçbir bilgi istenmemektedir. Son bölümde katılımcıların profilini belirleyebilmek için bazı demografik bilgiler istenmiştir. Ayrıca katılımcıları araştırma sonlandığında bilgilendirebilmek için de e-posta adresleri istenmiştir. Çalışmaya katılmayı kabul etmeniz halinde bu sorulara vereceğiniz cevaplar tamamıyla gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Katılım tamamıyla gönüllülük temelindedir; ancak, katılımınız araştırmamız için önemli bir katkı sağlayacaktır. Bu nedenle bütün soruları eksiksiz olarak cevaplamanız çok önemlidir.

Katılmayı kabul etmeniz durumunda, içtenlikle vereceğiniz cevaplarınız ve çalışmaya yapacağınız katılardan dolayı şimdiden teşekkür ederiz.

#### Katılımcı Onayı

Bu gönüllü katılım formunu okudum. Bu çalışmada bir araştırma katılımcısı olarak yer almayı kabul ediyorum. Bu formu imzalayarak gönüllü katılım formunun bir kopyasını aldığımı teyit ederim.

Katılımcının adı: \_\_\_\_\_ Tarih \_\_\_\_\_

Katılımcının imzası: \_\_\_\_\_

#### Araştırmacı İletişim Bilgileri:

Gizem Acarlar  
Orta Doğu Teknik Üniversitesi  
Yüksek Lisans Öğrencisi  
Tel: 210 62 58- 112