Examining Life Goals and School Attendance Rates of Afghan Students Receiving Higher Education in Turkey

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Abstract

This research is a descriptive study carried out to examine the relations between life goals and school attendance levels among Afghan students receiving higher education in Turkey. In total there were 198 Afghan students that participated in the study. Among which 159 were male and 39 female. All of these students were studying in 16 Turkish state universities during the academic year of 2014-2015 in the fall semester and were selected using the convenience sampling method. Life goal scales and class attendance scales were applied by the researcher to gather data throughout the research. According to the findings, no significant difference was observed among males and females in terms of life goals. However, a significant difference was found in the career sub-dimension of life goals in favor of female students. Also, no significant difference was observed in life goal levels in terms of student age. Additionally, while no noticeable difference was observed in the career and relationship sub-dimensions of life goals, a difference in body sub-dimension was identified. A difference in class attendance levels was observed in terms of the age variable. A significant difference was found when examining class attendance and life goal factors in terms of the period of stay in Turkey. While no differentiation in life goals was detected in terms of grade levels, a significant variation was identified in class attendance. According to the study results, a moderate positive relation was found between the life goals and class attendance levels in general.

Keywords: higher education, Afghani students, life goals, class attendance

1. Introduction

Nowadays significant difficulties are witnessed by many countries in terms of meeting the needs of their citizens due to geographical and diplomatic conditions under present circumstances. One of such countries is Afghanistan. Afghanistan has struggled with both inner and outer conflicts for almost 40 years, and therefore citizens have been forced to struggle against various hardships as a result of these conflicts. One of such hardships is the matter of essential education. Afghanistan's younger generation have been forced to seek education in foreign countries as a result of being unable to meet their educational needs within Afghanistan itself.

New relationship dimensions are being developed in terms of culture and economy between the Republic of Turkey and Turkish Republics of Central Asia, which entered the period of change and development after the break-up of the Soviet Union in the beginning of the 1990s. Cooperation treaties in many fields were signed and executed between the Republic of Turkey and Turkish Republics of Central Asia during this new period, referred to as restructuring (Balci Celik, 2008). Education has been a crucial matter considered within this cooperation. Since that day, Turkey has encountered numerous students arriving from various countries for educational purposed, especially those from Afghanistan. According to the 2013-2014 academic year statistical report of the Higher Education Institution (HEI), a total of 2329 Afghan students, among which 2017 were male and 312 female, had registered in state and private universities to acquire education. Currently, 102 Afghan students are receiving education at Usak University (HEI, 2015).

People desire to connect with their life, stay physically and mentally healthy and to live a joyous life (Eryilmaz, 2012). Life goals are one of the most important factors that provide meaning to the life of individuals (Emmons, 2003). Individuals, who have identified their life goals, in addition to a healthy development, also find meaning to their lives. For individuals, having ambition allows them to give meaning to their lives and to lead a more positive life (Eryilmaz, 2012). Goals give a direction for peoples' lives and protect them from chaos and uncertainties. Individuals with life goals are able to increase their motivation levels in various fields. The goal concept, which has a significant place in life,

was first introduced in the 1970s as a dimension of the motivation theory in psychology literature. Life goals are defined as "desired circumstances that individuals attempt to acquire and sustain by means of cognitive and behavioral strategies" (Emmons, 1999).

It can be said that university life, which is one of their life goals, comes in at the top of important goals dreamed of, desired and planned by young individuals for years. Life goals of younger generations with realistic plans concerning their future are in the foreground. Personal goals may affect the success and motivation of students in positive and negative ways as well as affecting their academic performance. Students with life goals have higher motivation levels throughout the academic years, because there is a significant relation between motivation and performance of students during the education period (Suliman & McInerney, 2006).

In one year, students spend approximately 180 days in school and 6 hours per day during class (Eryilmaz, 2003). During this period, some students actively participate during the classes, while others do not. For some, this period becomes very tedious, while some see it as a very gratifying experience (Eryilmaz & Dereli, 2011). If a person's goal is to become successful in their task, they strive to identify their goal and direction dexterously (Chang, 2008). The presence of teachers during classes and within school is much needed to ensure optimal attendance of the students. On the other hand, another goal is to ensure that students control their learning processes. For an effective education, the learning processes of students needs to be checked on a daily basis instead of only at periodic examinations. The most significant factor of the noted period is the school and class attendance (Eryilmaz, 2014).

If we briefly examine the situation in Afghanistan, citizens of which are receiving education in Turkey and examined in terms of life goals and class attendance as described above, we can say that; Afghanistan is a state, which has ancient friendship relations with Turkey and hopefully for several more years in the upcoming future. It is also hoped that Afghanistan will continue to provide Turkey with a flow of ambitious students (Sadik, 2008). The state's levels of literacy are quite low, currently at 34%. Literacy levels are at 53% among males and 14% amongst females (ANDP, 2006: 9). The country's rough geographical structure, presence of various ethnic groups in its population, as well as conflicts and instability that have been continuing for several years have caused the situation that is faced today (Sadik, 2008).

Starting from the first big play between Russia and England in the 18th century to the occupation by the Soviet Union in 1979 and by the USA in 2001, and to the second big play going on with the involvement of companies and terrorist organizations, the effects are still heavily imposing on the state of Afghanistan (Seyhanlioglu, 2004). One of the hidden realities of Afghanistan is that no one has escaped from the heartache of lost loved ones, personal injuries, destruction of homes, and holocaust during the 30-year war. Over one million Afghan citizens were killed during these years of war (Ansary, 2012). Following 30 years of conflict, by 2001 the economy of Afghanistan was almost completely destroyed (Barnett, 2007). Its economic and social structure was largely affected by this. These days, 40% of Afghanistan's population live under the poverty threshold and 1 million young are added every year to the work force market (GCWA, 2013).

This situation makes is difficult for the Afghan youth to receive education in their own country. On the other hand, education is required for the reconstruction of the country and to ensure the utilization of natural resources by the younger generation. We can observe the fact that they are forced to seek the solution for this gap in foreign countries.

During the latter years, it is seen that Afghan students are receiving education at state and private universities with both scholarships and their own means in various fields. This research was initiated with the belief of attractiveness for many education scholars in terms of examining the life goals and class attendance of students arriving from a country that is continuously suffering from a 40-year on-going war. Moreover, this study will also enlighten the authorities that deal with such students within Turkey.

The purpose of this study is to examine the life goals and class attendance levels of Afghan youth receiving education in Turkey. Answers to following questions are investigated and concluded within the scope of this study;

1. Are there differences among the life goals and class attendance levels of Afghan students receiving higher education in Turkey in terms of gender, age, period of stay in Turkey and grade levels?

2. Is there a relation between the life goals and class attendance levels of Afghan students receiving higher education in Turkey?

2. Method

This study is conducted using the descriptive survey model. A descriptive study is used in order to describe and uncover the events, experiences and occurrences of the people experiencing them (Sonmez & Alacapinar, 2013).

Population and Sample

The study was conducted using a total of 198 Afghan students, among which 159 were male and 39 female. All 198 students were studying in 16 Turkish state universities and were selected by the convenience sampling method.

Table 1. Distribution of Students in Terms of Demographics

Gender	(f)	%
Male	159	80.3
Female	39	19.7
University		
Aksaray Uni.	1	.5
Anadolu Üni.	11	5.6
Ankara Üni.	13	6.6
Dokuz Eylül Üni.	2	1.0
Dumlupınar Üni.	5	2.5
Erciyes Üni.	57	28.8
GATA Üni.	2	1
Gazi Üni.	14	7.1
Gazi Osman Paşa Üni.	1	.5
Hacettepe Üni.	5	2.5
Necmettin Erbakan Üni.	2	1
Orta Doğu Teknik Üni.	1	.5
Osmangazi Üni.	14	7.1
Samsun 19 Mayıs Üni.	54	27.3
Selçuk Üni.	2	1
Sütçü İmam Üni.	14	7.1

Table: Demographical Information of Afghan students who are studying in Turkey

Data Collection Tools

"Adolescent Form for Life Goal Identification Scale within the scope of Positive Psychotherapy" research developed by Eryilmaz (2012), "Class attendance scale for university students" research developed by Eryilmaz (2014), and demographic information were used for data collection during the study.

The Adolescent Form for the Life Goal Identification Scale within the scope of Positive Psychotherapy (LGISWSPP) was developed by Eryilmaz (2010) on high school students within the scope of Positive Psychotherapy. This scale measures whether teenagers can identify their life goals within the three fields. The scale is of four-gradation types. The lowest point within the scale is 9, while the highest point is 36. The scale consists of four choices, which are "Completely disagree", "Disagree", "Agree", and "Completely agree". Data were collected face to face in the class.

The explained variance of the three-dimensional scale of success (career) goals, relationship goals and body (sensation) goals is 65.32%. The Cronbach Alpha value of scale's success (career) goals sub-dimension is 0.85, Cronbach Alpha value of relationship goals dimension is 0.73, and Cronbach Alpha value of body (sensation) goals dimension is 0.68. The compliance validity of the scale was examined with the Subjective Adolescent Wellbeing Scale

External validity of the class attendance scale was verified with the "Field General Perceived Control" scale. This scale consists of 6 items and was developed by Eryilmaz (2007). The scale is one-dimensional and its explained variance is 0.40. The scale's internal consistency is found to be 0.70. The scale is a four-grade type scale. The lowest score obtainable from the scale is 15, while the highest score is 60. The scale consists of four choices, which are "Completely disagree", "Disagree", "Agree", and "Completely agree".

Gathering and Analyzing Data

The life goals scale, class attendance scale and demographic information were used for data collection purposes during the study. The life goals scale, class attendance scale and demographic information survey form were applied to the students receiving education at 16 different universities in Turkey as selected by the researcher for the sample group. Prior to commencing to application, explanations were provided to students regarding the purpose of the study, and instructions on how to mark the scale were provided. Scales were distributed and collected by the teachers of respective classes by means of paper and pen. After the application, scales were graded and the SPSS 19.0 package software was used for statistical processing of the collected data.

Scales' reliability was analyzed with the Cronbach Alpha internal consistency technique. According to the general class attendance scale, emotional attendance is 84, behavioral attendance is 86, cognitive attendance is 84, scale total point is 92; while according to the Cronbach Alpha values, emotional attendance is 93, behavioral attendance is 88, cognitive attendance is 90, and scale total point is 93. After examining the analysis results, a conclusion was made on reliability of the scales.

3. Findings

Table 2. Results of T-test on Life Goals and Sub-Dimensions in Terms of Gender

	Gender	N	$\overline{X}$	S	Sd	t	p
Life Goals	Male	159	2,85	0.52	196	-1.659	.099
	Female	39	3.01	0.59			
Career	Male	159	2.81	0.68	196	-3.313	0.02
	Female	39	3.20	0.72			
Relationship	Male	159	2.96	0.71	196	-.615	0.539
	Female	39	3.04	0.74			
Body	Male	159	2.79	0.67	196	-.069	0.945
	Female	39	2.79	0.83			
Class engagement	Male	159	3.48	0.82	196	-1.461	.145
	Female	39	3.70	0.94			
Affective	Male	159	3.46	0.93	196	-1.038	.300
	Female	39	3.65	1.37			
Behavioral	Male	159	3.49	0.82	196	-1.618	.107
	Female	39	3.73	0.88			
Cognitive	Male	159	3.50	0.90	196	-1.405	.162
	Female	39	3.72	0.93			

According to Table 2, no significant difference was observed between males (=2,85) and females (=3,01) [$t_{(196)}$= -1,659, p>.05). However, a significant difference to the favor of females is identified in the career sub-dimension [$t_{(196)}$= -3,313, p<.05). Thus, it can be said that among female students' life goals, career success is of more importance than among male students. When the significant results obtained in relation to female students' career goals are examined in terms of class attendance, no significant difference is found both in general and in terms of sub-dimensions [$t_{(196)}$= -1,461, p>.05).

Table 3. Results of T-test on Life Goals and Sub-Dimensions in Terms of Age

	Age	N	$\overline{X}$	S	Sd	T	p
Life Goals	18-23	121	2.91	0.540	196	.691	.490
	24 and over	77	2.85	0.520			
Career	18-23	121	2.93	0.720	196	.999	.319
	24 and over	77	2.82	0.680			
Relationship	18-23	121	2.91	0.74	196	-1.761	.080
	24 and over	77	3.09	0.66			
Body	18-23	121	2.88	0.65	196	2.387	.018
	24 and over	77	2.64	0.75			

According to Table 3, no significant difference was observed between the students' perception of their general life goals in terms of age [$t_{(196)}$= -0.691, p>.05). Moreover, while students' perceptions did not differentiate in relation to career [$t_{(196)}$= -0.999, p>.05) and relationship [$t_{(196)}$= -1.761, p>.05) sub-dimensions, a difference was observed in the body [$t_{(196)}$= -2.387, p<.05) sub-dimension. In terms of statistics, it can said that within the body sub-dimension, life goals decreased as age increased.

Table 4. Results of T-test on Class Attendance and Sub-Dimensions in Terms of Age

	Age	N	$\overline{X}$	S	Sd	t	p
Class engagement	18-23	121	3.62	.813	196	1.928	.055
	24 and up	77	3.38	.878			
Affective	18-23	121	3.67	.980	196	3.058	.003
	24 and up	77	3.22	1.051			
Behavioral	18-23	121	3.58	.836	196	.752	.453
	24 and up	77	3.48	.846			
Cognitive	18-23	121	3.61	.901	196	1.256	.211
	24 and up	77	3.44	.917			

According to Table 4, no significant difference is observed between the students' general class attendance in terms of age [$t_{(196)}$= -1.928, p>.05). Therewith, while the level of students' attendance does not differentiate in relation to the behavioral [$t_{(196)}$= 0.752, p>.05) and cognitive [$t_{(196)}$= 1.256, p>.05) sub-dimensions, a difference is observed in the emotional [$t_{(196)}$= -1.761, p<.05) sub-dimension. In terms of statistics, it can said that within the emotional sub-dimension, class attendance decreases as the age progresses.

Table 5. ANOVA Results on Life Goals and Sub-Dimensions in Terms of Period of Stay in Turkey

Dimensions	Years	N	$\overline{X}$	S	Sd	F	p	The Difference Between Groups
Life Total	1 year	30	3.18	.48				
	1-2 year	36	2,83	.67				1 year / 1-2 year
	2-3 year	49	2.78	.48	4/193	3.050	.018	1 year / 2-3 year
	3-4 year	45	2.92	.52				1 year / 3-4 year
	5 and over	38	2.82	.45				1 year / 5 and over
	Total	198	2.88	.54				
Career Total	1 year	30	3.28	.56				
	1-2 year	36	2.90	.80				1 year / 1-2 year
	2-3 year	49	2.65	.68	4/193	3,782	.006	1 year / 2-3 year
	3-4 year	45	2.91	.72				1 year / 3-4 year
	5 and over	38	2.84	.63				1 year / 5 and over
	Total	198	2.89	.71				
Total body	1 year	29	3.09	.64				
	1-2 year	37	2.75	.86				1 year / 1-2 year
	2-3 year	49	2.69	.66	4/193	2,443	.048	1 year / 2-3 year
	3-4 year	45	2.87	.60				1 year / 5 and over
	5 and over	38	2.61	.69				
	Total	198	2.79	.70				

When examining the participating students in the survey in terms of their period of stay in Turkey and their life goals, a compelling difference was identified in terms of age [$F_{(193-4)}$=3,050, p<.05]. According to the analysis performed, students within the 1-year group (=3,18) have greater life goals in comparison to students within the 1-2-year (=2,83), 2-3-year (=2,65, 3-4-year (=2,91) and 5-year and longer groups (=2,84). According to the sub-dimensional analysis, a significant difference was found in the career [$F_{(193-4)}$=3,782, p<.05] and body [$F_{(193-4)}$=2,443, p<.05] fields in favor of students staying in Turkey for just 1 year.

Table 6. ANOVA Results on Class Attendance and Sub-Dimensions in Terms of Period of Stay in Turkey

Dimensions	Years	N	$\overline{X}$	S	Sd	F	P	The Difference Between Groups
Class Engagement	1 year	30	4.10	.70				
	1-2 year	36	3.67	.88				1 year / 1-2 year
	2-3 year	49	3.21	.81	4 / 193	6.124	.000	1 year / 2-3 year
	3-4 year	45	3.48	.82				1 year / 3-4 year
	5 and up	38	3.40	.78				1 year / 5 and up
	Total	198	3.53	.84				
Affective	1 year	30	4.22	1.10				
	1-2 year	36	3.66	.98				1 year / 1-2 year
	2-3 year	49	3.14	.95	4 /193	6.375	.000	1 year / 2-3 year
	3-4 year	45	3.47	.97				1 year / 3-4 year
	5 and up	38	3.28	.93				1 year / 5 and up
	Total	198	3.50	1.03				
Behavioral	1 year	30	4.00	.72				
	1-2 year	36	3.64	.92				1 year / 1-2 year
	2-3 year	49	3.25	.80	4 /193	4.062	.003	1 year / 3-4 year
	3-4 year	45	3.53	.79				1 year / 5 and up
	5 and up	38	3.47	.81				
	Total	198	3.54	.84				
Cognitive	1 year	29	4.08	.66				
	1-2 year	37	3.70	.98				1 year / 1-2 year
	2-3 year	49	3.24	.92	4 /193	4.664	.001	1 year / 3-4 year
	3-4 year	45	3.45	.90				1 year / 5 and up
	5 and up	38	3.46	.82				
	Total	198	3.54	.91				

According to the analysis of class attendance levels and periods of stay in Turkey among students participating in the survey, it was found that students within the 1-year group (=4,10) have higher class attendance rates than students staying 1-2-year (=3,67), 2-3-year (=3,21), 3-4-year (=3,48), and 5-year and longer groups (=3,40) and the difference was found to be significant [$F_{(193-4)}$=2,581, p<.05]. According to the sub-dimensional analysis, a significant difference was found in the emotional [$F_{(193-4)}$=6,375, p<.05], behavioral [$F_{(193-4)}$=4,062, p<.05], and cognitive [$F_{(193-4)}$=4,664, p<.05] fields in favor of students staying in Turkey for 1 year.

Table 7. ANOVA Results on Life Goals and Sub-Dimensions in Terms of Classes

Dimensions	Classes	N	$\overline{X}$	S	Sd	F	P	The Difference Between Groups
Life Goals	4	65	2.95	.60	4/193	1.539	.192	-
	2	60	2.75	.54				
	3	36	2.94	.40				
	4	32	2.95	.51				
Career	1	65	3.05	.77	4 /193	3.560	.008	1-2
	2	60	2.63	.67				
	3	36	2.96	.64				
	4	32	2.99	.63				

According to the findings, no significant difference was found among the life goals in general in terms of grade level [$F_{(193-4)}=1,539$, $p>.05$]. On the other hand, a significant difference was found between first grade (=3,05) and second grade (=2,63) students within the career sub-dimension in favor of first graders [$F_{(193-4)}=3,560$, $p<.05$]. Thus, it can be concluded that career performance ideas of first grade students are higher than those of second grade students.

Table 8. ANOVA Results on Class Attendance and Sub-Dimensions in Terms of Classes

Dimensions	Classes	N	$\overline{X}$	S	Sd	F	p	The Difference Between Groups
Class Engagement	1	65	3.76	.89	4 / 193	2.397	.050	1-2
	2	60	3.32	.84				
	3	36	3.54	.76				
	4	32	3.46	.77				
Affective	1	65	3.83	1.11	4 / 193	2.913	.023	1-2
	2	60	3.29	.99				1-4
	3	36	3.48	.81				
	4	32	3.28	1.01				

According to the analysis, a significant difference between the point averages of class attendance and [$F_{(193-4)}=2,397$, $p<.05$] emotional sub-dimension [$F_{(193-4)}=2,913$, $p<.05$] was found. In general, a significant difference between the class attendance of first and second grades was found; First grade students (=3,76) exhibit a higher rate of attendance in comparison to second grade students (=3,32). According to Turkey's analysis in terms of the emotional dimension, first graders (=3,83) were found to have a significant difference in class interest and curiosity when compared to second (=3,29) and fourth grade students (=3,28).

Table 9. Analysis of the correlation between life goals and class attendance levels of Afghan students receiving higher education in Turkey

		Class Engagement	Affective	Behavioral	Cognitive
Life Total	Pearson Correlation	.503[**]	.460[**]	.500[**]	.420[**]
	Sig. (2-tailed)	.000	.000	.000	.000
	N	198	198	198	198

As can be seen from Table 9, a moderate positive relation was found between the life goals and class attendance levels of students in general. r =.503, p<.01. Also, when examining the correlation between the life goals and sub-dimensions of class attendance, a moderate positive relation was observed between life goals and emotional (r =.460, p<.01), behavioral (r =.500, p<.01) and cognitive (r =.420, p<.01) dimensions. Thus, it can be concluded that students' class attendance rates increase as life goal levels increase.

4. Discussion

Despite the fact that education facilities in Turkey are striving to reach international levels of education and making efforts to carry out their functions during recent years, it is seen that there are no sufficient studies carried out in relation to foreign students enrolled in our universities. Especially whilst considering the situation of Afghanistan, being a country struggling through war for over 40 years, as well as its students who entered Turkey, constitutes a matter for examination. A limited number of researches can be found in relation to Afghan students. Bek (2014) conducted a study to examine the levels of loneliness among Afghan university students receiving higher education in Turkey in terms of several variables and a statistically significant difference was identified among the loneliness point averages of Afghan students receiving education in various higher education institutions. This condition was explained as a potentially important effect of the different cultural and upbringing environments.

The principal purpose of this study was to identify the presence of correlations between the life goals and class attendance rates of Afghan students receiving education in 16 different universities in Turkey. In this regard, the life

goals and class attendance rates of students were identified in terms of gender, age, period of stay in Turkey and grades. Secondly, a correlation between the life goals and class attendance rates was sought

According to the study findings, no significant difference was observed among males and females in terms of life goals. However, a noticeable difference was found in the career sub-dimension of life goals in favor of female students. Thus, it can be said that among female students' life goals, career success is of more importance than among male students. It is thought that this result is affected by Afghanistan's culture. The reason is that women in Eastern communities mature earlier, which allows them to make more conscious decisions and devote themselves to academic success. On the other hand, because granting women in Eastern cultures the right to learn and work is not of great frequency, women, who are able to seize such rights, put more effort into utilizing such opportunities. Therewith, the results of this study are supported by the research conducted by Eryilmaz & Aypay (2011). During their study conducted on high school students, the researchers were able to conclude the identification of life goals among students having a significant and important effect on their motivation for class attendance. That is because life goals require development of interrelated daily goals that will help to achieve them. Determining success (career) goals for students requires them to develop daily goals that will allow them to achieve their respective life ambitions.

According to another result of the study, no significant difference is present among the students' perception of their life goals in terms of their age. Therewith, while none was observed in the career and relationship sub-dimensions of life goals, a difference in body sub-dimension was identified. In the body dimension, 18-23-year-old students have higher life goals than students in the 24-year-old and over group. As can be observed, life goal levels decreased as age progressed.

Also, when examining the class attendance rates of Afghan students in terms of age, students within the 18-23 age group had higher class attendance rates than those within the 24 and older age group. According to the eastern culture, higher age is the age for finding a job and to wed. Therefore, students of older groups might have had lower class attendance rates due to focusing on such matters. A decrease in emotional attendance can also be caused by the embarrassment from the age difference in individuals from older age groups within the class. Moreover, it can be concluded that while students from the 18-23 age group began higher education anew and had more determination, their class attendance rates were higher, and as the age progressed their grade level therefore increased, and the attendance rates of students decreased.

A significant difference was found when examining class attendance of students participating in the study and their life goal factors in terms of the period of stay in Turkey. According to the analysis performed, students within the 1-year group have greater life goals in comparison to students within the 1-2-year, 2-3-year, 3-4-year and 5-year and longer groups. A significant difference was found in favor of students studying in Turkey for just 1 year in terms of career and body fields as per the life goals and sub-dimensions analysis, as well as in terms of emotional, behavioral and cognitive fields as per the class attendance and sub-dimensions analysis. This can be interpreted as abandoning idealism, adjustment, cognitive structures, external structures and internal structure.

It is found in general that life goals do not vary in terms of grade level. On the other hand, a significant difference was found between first grade and second grade students within the career sub-dimension in favor of first graders. Thus, it can be concluded that career performance ideas of first grade students are higher than those of second grade students.

According to the analysis conducted in terms of the class variable, a significant difference was found between the class attendance and the emotional sub-dimension point averages. In general, a significant difference between the class attendance of first and second grades was found; first grade students exhibit a higher rate of attendance in comparison to second grade students. According to the emotional dimension, first graders were found to have a significant difference in class interest and curiosity when compared to second and fourth graders.

According to the results, it is found that life goals and class attendance rates in general, as well as class attendance rates in sub-dimensions have a moderate positive correlation. Thus, it can be concluded that students' class attendance rates increase as the life goal levels increase.

Based on the results of the study explained above, it is concluded that there is a significant difference between life goals and class attendance rates of Afghan students receiving education in Turkey in terms of gender, age, and period of stay in Turkey. The cause for difference among the student groups in terms of gender, age and period of stay in Turkey should be investigated further.

Additionally, it was observed that life goals and class attendance rates do not exhibit a difference in terms of grade levels; a difference was observed in the career dimension of life goals and the emotional dimension of class attendance. The cause of such difference should also be investigated. It was observed that life goals decreased as age increased. In this regard, Afghan students at the age of 24 and older receiving education in Turkey could be provided with more

supportive guidance services that could help to boost life ambitions.

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