

# STUDENT CAREER ASPIRATIONS, BEHAVIOUR AND ACADEMIC SUCCESS: THE CASE OF STUDENTS AT THE UNIVERSITIES OF SPLIT AND MOSTAR

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**ABSTRACT** The aim of this research was to explore student career aspirations, their behaviour and their academic success. More precisely, the aim was to find out whether these variables are interrelated and whether there are differences between students at the University of Split and the University of Mostar. The empirical research was conducted in January 2023 among students at the University of Split and in May 2023 among students of the University of Mostar. The research sample included 616 students from the University of Split, and 102 students from the University of Mostar. The data collected was analysed using several statistical procedures: descriptive statistics, correlation analysis and independent sample t-test. The research results confirmed the existence of a relationship between student career aspirations, their behaviour and their academic success, which means that students with greater career aspirations exhibit good student behaviour patterns and are consequently more successful (achieve better academic results in terms of grades) or vice versa. Additionally, research results suggested the existence of differences in student career aspirations, behaviour and academic success, between the students of the University of Split and the University of Mostar. More precisely, research results showed that students at the University of Mostar had higher career aspirations and better behaviour, while students at the University of Split had a higher level of success.

**KEYWORDS:** *student career aspirations, academic behavior, academic success, University of Split, University of Mostar*

## 1. INTRODUCTION

Career aspirations are defined as an individual's desires regarding their future employment (Powell and Butterfield, 2003) and are perceived as traditional or alternative (Fox & Faver, 1981). Traditional career aspirations represent the desire to achieve the usual rewards for academic advancement: high income, stable employment, promotion and recognition by others in the profession. Alternative career aspirations include

the desire for intrinsic rewards, such as helping others, maintaining good working relationships with co-workers and performing socially significant work within the profession (Fox & Faver, 1981). Student career aspirations represent students' ability to identify and set goals for the future, while their present actions are directed towards the fulfilment of those goals (Quaglia & Cobb, 1996) and can be defined as an individual's expressed career-related goals or choices (Rojewski, 2005). Student career aspirations are related to

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students' ambition and inspiration (Ilišin & Potočnik, 2008). Ambition is the awareness that an action is significant for accomplishing a future objective (Arhin, 2018). Therefore, if a student aspires to accomplish a certain future objective, they will be more determined to invest effort to achieve that objective. Inspiration is related to an action that is thrilling and pleasant.

One of the first theories to explain career aspirations is the social cognitive career theory (Lent et al., 1994). This theory assumes that self-efficacy, outcome expectations and goal setting influence career decisions. Therefore, this theory has been used to explain the role of interests, abilities, values and environmental factors (e.g. family) in career aspirations (Ennes et al., 2023). In the case of student career aspirations, the postulates of this theory have been tested in several studies. Research has confirmed the significant role of self-efficacy on student career aspirations (Betz and Hackett, 1986; Brown, Lent, & Larkin, 1989), suggesting that students with higher self-efficacy seriously consider broader career options, show greater interest and put more effort into fulfilling their student commitments. In addition, research has shown that student career aspirations are influenced by gender. For example, Danziger and Eden (2007) found that female students express lower career aspirations than male students. Owusu et al. (2021) showed that teachers do not have a significant influence on student career aspirations; parental influence is an important determinant in student career aspirations, while peers influence male and female student career aspirations differently.

Student career aspirations are determinant of student behaviour and academic success. Student behaviour represents a set of stable behaviours that occur in response to stimuli in the university environment and vary according to personal characteristics (Maloshonok & Vilkova, 2024). Student behaviour refers to learning habits that include learning practices that students use to achieve study objectives (Kaur & Kaur, 2018; Crede & Kuncel, 2008). Good student behaviour includes taking notes and participating in class, revising course materials, taking rehearsals/tests (Crede & Kuncel, 2008), creating and following a study plan, structuring material, quality time devotion for exam preparation, attending office hours for additional clarifications and seeking help from peers when experiencing learning difficulties. Poor student behaviour includes skipping classes, not completing assignments (Crede & Kuncel, 2008), excessive use of mobile phones, etc. (Arhin, 2018). In order to study successfully, it is necessary to adhere to the patterns of good student behaviour.

Self-determination theory (Deci & Ryan, 1985) is an important theoretical framework for explaining

student behaviour, motivation, and academic success. This theory states that an individual's motivation is determined by three psychological needs: Autonomy, Competence and Relatedness. When these needs are satisfied, students are intrinsically motivated, engage in the learning process and academic success.

Živčić-Bećirević et al. (2017) defined academic success in two ways: one is the grade point average and the other is the efficiency of studying, i.e., graduating on time. Lynam et al. (2022) pointed out that students defined academic success as a combination of outcomes such as grades and more holistic outcomes of personal development and achievements. Ifenthaler and Yau (2020) pointed out that the factors that determine academic success range from personal characteristics (e.g., motivation, prior academic performance) to characteristics of the educational environment (e.g., attendance, active learning, social engagement, etc.). Mishra (2020) showed that students' networks, including their family, ethnicity, religion, friends, and teachers, play a role in academic success. Ablard & Lipschultz (1998) showed that high-achieving students reported more self-evaluation, goal-setting, planning, and self-monitoring strategies than low-achieving students. In addition, successful students reported the use of a range of different strategies for regulating learning (organization and transformation of information) and coping with the environment (seeking help from peers and teachers, collaborative learning, reviewing notes, etc.), compared to less successful students (Zimmerman & Martinez-Pons, 1986; Vrkić & Vlahović Štetić, 2013). Recent research has focused on the role of AI applications in the learning behaviour and success of students in higher education (Wang et al., 2023; Jaboo et al., 2024; Ayanwale & Ndlovu, 2024).

Successful study requires not only the possession of knowledge, abilities, skills and appropriate learning techniques, but also continuous efforts to maintain the motivation for learning. Therefore, if students do not perceive a particular study programme as important for their future career, it will be difficult for them to succeed in their studies. Career aspirations represent a very important factor in student education and academic success (Zewude, & Habtegiorgis, 2022). Mesa (2012) argued that students with progressive career aspirations are highly learning-oriented because their approach to mastering new skills, completing tasks, and overcoming problems is consistent with their career aspirations.

This paper is devoted to the exploration of career aspirations, behaviour and academic success of students at the Universities of Split and Mostar. Therefore, the research questions of this paper are:

1. Are there any correlations between the career

aspirations, behaviour and academic success of students at the University of Split and the University of Mostar?

2. Are there any differences in career aspirations, behaviour and academic success among students at the University of Split and the University of Mostar?

Therefore, since there is a lack of research linking student career aspirations, behaviour and academic success, especially in Croatia and Bosnia and Herzegovina, this paper will offer some insights into the connection between these variables and identify the differences between them by comparing two universities in two countries. The findings of this paper could form the basis for future research on this topic in these countries.

## 2. RESEARCH METHODOLOGY

### 2.1. Aim of the research

The aim of this research was to investigate the career aspirations, behaviour and academic success of students. More precisely, the aim was to find out whether the relationship between these variables exists and whether there are any differences between these variables among the students at the University of Split, Croatia and the University of Mostar, Bosnia and Herzegovina.

### 2.2. The context of current study

The impetus for this paper was the lack of studies that bring together students' career aspirations, their behaviour and academic success. The research was conducted at two universities in two different countries, the University of Split, Croatia, and the University of Mostar, Bosnia and Herzegovina. The University of Split was established in 1974. It consists of 11 faculties, 1 academy and 4 university departments. It offers 189 study programmes and has around 20 000 students. The University of Mostar was established in 1977 and is the only Croatian-language university in Bosnia and Herzegovina. It consists of 10 faculties and 1 academy. It offers 140 study programmes and has 12 000 students. The distance between the University of Split and the University of Mostar is less than 150 kilometres and these are the two closest public universities in this region. Although they are located in different countries with different political, economic and social realities, they have the same national identity and a strong student migration. Therefore, it was interesting to observe the possible differences in student career aspirations, behaviour and academic success in the context of the similarities and differences between these two universities.

### 2.3. Research sample and procedure

The empirical research was conducted in January 2023 among students at the University of Split and in May 2023 among students at the University of Mostar. A convenience sample was used. All participants at both universities were first informed verbally about the research to be carried out. They were informed of the research objectives and that their participation was voluntary and anonymous, that they could withdraw at any time and that the research was being conducted for academic purposes only. The data was collected using an online questionnaire distributed via the universities' respective email lists. As ethical considerations play an important role in the research methodology, the ethical guidelines for research with human subjects were strictly adhered to. To ensure anonymity and confidentiality and to avoid potential harm, the data collected is treated with the utmost confidentiality. The research sample included 616 students from the University of Split and 102 students from the University of Mostar. Research sample characteristics are presented in Table 1.

Research sample characteristics included several student characteristics: gender, age, enrolled study programme and year of study. A convenience sample was used, i.e. research participants were selected based on their accessibility and availability to the researchers. Therefore, at the University of Split there were almost an equal number of male and female participants (53.2% of men, and 46.8% of women), while the participants at the University of Mostar were predominantly women (82.4%). The majority of students at both universities were between 21 and 23 years old (46.9% at the University of Split and 47.1% at the University of Mostar), followed by students between 24 and 26 years old (20.1% at the University of Split and students between 18 and 20 years old (35.3%) at the University of Mostar. At the University of Split, the majority of students were enrolled into undergraduate university and graduate university studies (33.3% in both categories), while at the University of Mostar, the majority of students were enrolled into undergraduate university programmes (72.3%). The majority of students at the University of Split were in their third year of study (25.8%), while the majority of students at the University of Mostar were in their first year (39.2%). Additionally, a significant number of students at the University of Split were in their fourth year of study (19.6%), while at the University of Mostar they were in their third (22.5%) and second year of study (21.6%). To summarise, the research sample at the University of Split consisted of an equal number of male and female students, while female students dominated at the University of Mostar. Moreover, the research sample at the University

TABLE 1. Research sample characteristics

Characteristic	University of Split		University of Mostar	
	Frequency	Percentage	Frequency	Percentage
<b>Gender</b>				
Male	328	53.2	18	17.6
Female	288	46.8	84	82.4
Total	616	100	102	100
<b>Age</b>				
18 - 20	112	18.2	36	35.3
21 - 23	289	46.9	48	47.1
24 - 26	124	20.1	11	10.8
27 - 29	56	9.1	1	1.0
30 and more	35	5.7	6	5.9
Total	616	100	102	100
<b>Study programme</b>				
Undergraduate university study	205	33.3	73	72.3
Undergraduate professional study	120	19.5	15	14.9
Graduate university study	205	33.3	12	11.9
Graduate professional study	86	14.0	1	1.0
Total	616	100	102	100
<b>Year of study</b>				
First	94	15.3	40	39.2
Second	88	14.3	22	21.6
Third	159	25.8	23	22.5
Fourth	121	19.6	10	9.8
Fifth	101	16.4	7	6.9
Graduate student	53	8.6	0	0.0
Total	616	100	102	100

of Split consisted mainly of “older” students in higher years of study, and “younger” students in lower years of study at the University of Mostar. Therefore, the majority of participants at the University of Mostar were enrolled into undergraduate programmes, in contrast to the University of Split, where almost equal numbers of participants were enrolled into undergraduate and graduate study programmes.

2.4. Research instrument

The research instrument was a four-part questionnaire. The first part of the questionnaire contained self-created general questions about the students (gender, age, enrolled study programme and year of study).

The second part of the questionnaire explored student career aspirations. Eight statements developed and used by Arhin (2018) were used to examine students’ career aspirations. A Likert scale from 1

to 5 was used for student responses, where 1 meant “strongly disagree”, 2 meant “disagree”, 3 meant “neither agree nor disagree”, 4 meant “agree” and 5 meant “strongly agree”. The students’ overall career aspirations were calculated as the average value of the student’s responses to these eight statements.

The third part of the questionnaire related to student behaviour. This part contained eight statements developed and used by Arhin (2018). Again, a Likert scale from 1 to 5 was used for students’ responses, where 1 meant “strongly disagree”, 2 meant “disagree”, 3 meant “neither agree nor disagree”, 4 meant “agree” and 5 meant “strongly agree”. The overall student behaviour was calculated as the average value of students’ responses to these eight statements.

As the second and the third part of the questionnaire were taken from a previous research (Arhin, 2018) and were written in English, they had to be translated into Croatian. Therefore, these ques-

TABLE 2. Descriptive statistics on student career aspirations, behaviour and academic success

Variable		University of Split	University of Mostar
Student career aspirations	Mean	4.0447	4.3419
	Median	4.1250	4.5000
	Mode	5.00	4.75
	Std. Dev.	.71591	.59362
	Min.	1.00	1.38
	Max.	5.00	5.00
	N	616	102
Student behaviour	Mean	3.2348	3.6409
	Median	3.2500	3.6250
	Mode	3.00	3.38
	Std. Dev.	.73887	.60236
	Min.	1.00	2.25
	Max.	5.00	5.00
	N	616	102
Student study success	Mean	2.5812	2.2178
	Median	3.0000	2.0000
	Mode	2.00	2.00
	Std. Dev.	.87600	.79503
	Min.	1.00	1.00
	Max.	4.00	4.00
	N	616	102

tionnaire parts were back-translated (English-Croatian-English) by two independent bilingual researchers and the items of the scales remained similar after the translation process. In addition, these statements were given to a group of five students from the study population. They were asked to check for any difficulties of language, understanding and cultural applicability, which led to a correction of the translation. In this way, any possibilities of misinterpretation were eliminated. Cronbach’s Alpha strongly confirmed the reliability of student career aspirations scale ( $\alpha = .841$  in the case of responses of the students from the University of Split and  $\alpha = .767$  in the case of the responses of the students from the University of Mostar). In addition, Cronbach’s Alpha confirmed satisfactory reliability of the student behaviour scale ( $\alpha = .836$  in the case of the responses of at the University of Split and  $\alpha = .604$  in the case of the responses of the students at the University of Mostar).

The fourth part of the questionnaire was self-created and related to students’ academic success. Only one question was used to test this and it was about the most common grade during studies. Grades are frequently used by academics as a measure of academic success (Lynam et al., 2022). In Croatia and Bosnia and Herzegovina, a positive grading

system from 2 to 5 is used, where 2 stands for “sufficient”, 3 for “good”, 4 for “very good” and 5 for “excellent”. In this research, the data on the grades was coded as follows: 1 meant sufficient, 2 meant good, 3 meant very good, and 4 meant excellent.

2.5. Data analysis

The data was analyzed using the SPSS 25 software package (Statistical Package for Social Sciences). The applied statistical procedures were descriptive statistics, correlation analysis and independent sample t-test.

3. RESEARCH RESULTS

The presentation of the research results begins with the results of the descriptive statistics. Table 1 shows the results of the descriptive statistics on student career aspirations, behaviour and academic success.

The mean value of the student career aspirations variable was higher among students of the University of Mostar ( $M= 4.34$ ) than the mean value of this variable among students of the University of Split ( $M= 4.05$ ). The mean value of the variable student behaviour was higher for the students of the Univer-

TABLE 3. Correlation analysis

University of Split				
Variable		1	2	3
1. Student career aspirations	Pearson Correlation	1	.359**	.181****
	Sig (2-tailed)		.000	.000
	N	616	616	616
2. Student behaviour	Pearson Correlation	.359**	1	.229**
	Sig (2-tailed)	.000		.000
	N	616	616	616
3. Student academic success	Pearson Correlation	.181**	.229**	1
	Sig (2-tailed)	.000	.000	
	N	616	616	616
University of Mostar				
Variable		1	2	3
1. Student career aspirations	Pearson Correlation	1	.355**	.341**
	Sig (2-tailed)		.000	.000
	N	102	102	101
2. Student behaviour	Pearson Correlation	.355**	1	.345**
	Sig (2-tailed)	.000		.000
	N	102	102	101
3. Student academic success	Pearson Correlation	.341**	.345**	1
	Sig (2-tailed)	.000	.000	
	N	101	101	101

\*\* . Correlation is significant at the 0.01 level (2-tailed).

sity of Mostar (M= 3.64) than for the students of the University of Split (M= 3.24). In contrast, students at the University of Split reported a higher level of academic success. The mean value of the variable academic success was 2.58 for students at the University of Split, while the mean value of academic success for students at the University of Mostar was 2.22. Since the grades were coded from 1 to 4, where 1 stood for grade 2 (sufficient), 2 for grade 3 (good), 3 for grade 4 (very good) and 4 for grade 5 (excellent), these results showed that the average grade of the students at the University of Split was 3.5812, and the average grade of the students at the University of Mostar was 3.2178.

Since the first research question of this paper examined the existence of correlations between the career aspirations, behaviour and academic success of students at the University of Split and the University of Mostar, the results of the correlation analysis are presented in Table2.

The correlation analyses showed that there were statistically significant correlations between all observed variables in both cases, the University of Split and the University of Mostar. All correlations were correlations of moderate or weak intensity.

The second research question examined the differences in career aspirations, behaviour and academic success between students at the University of Split and the University of Mostar. To test the existence of these differences, the independent sample t-test was applied, according to the following formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)}}$$

where:

- $\overline{x_1}$ - observed mean on the 1<sup>st</sup> sample,
- $\overline{x_2}$ - observed mean on the 2<sup>nd</sup> sample,
- $s_1$ - standard deviation of the 1<sup>st</sup> sample,
- $s_2$ - standard deviation of the 2<sup>nd</sup> sample,
- $n_1$ - sample size of the 1<sup>st</sup> sample,
- $n_2$ - 1<sup>st</sup> sample of the 2<sup>nd</sup> sample.

The Independent Sample T-Test results are presented in Table 3 and 4.

TABLE 4. CThe Independent Sample T-Test – Group Statistics

Variable	University	N	Mean	Std. Deviation	Std. Error Mean
Student career aspirations	Split	621	4.0668	.84816	.03404
	Mostar	102	4.3419	.59362	.05878
Student behaviour	Split	621	3.2351	.73752	.02960
	Mostar	102	3.6409	.60236	.05964
Student academic success	Split	621	2.5845	.87327	.03504
	Mostar	102	2.2178	.79503	.07911

TABLE 5. Independent Sample T-Test

		Levene's Test of Equality of variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student career aspirations	Equal variances assumed	4.278	.039	-3.150	721	.002	-.27508	.08732	-.44651	-.10366
	Equal variances not assumed			-4.050	176.847	.000	-.27508	.06792	-.40912	-.14104
Student behaviour	Equal variances assumed	5.784	.016	-5.275	721	.000	-.40583	.07693	-.55687	-.25478
	Equal variances not assumed			-6.095	155.329	.000	-.40583	.06658	-.53735	-.27431
Student academic success	Equal variances assumed	9.295	.002	3.961	720	.000	.36672	.09257	.18497	.54847
	Equal variances not assumed			4.238	142.212	.000	.36672	.08652	.19568	.53776

The independent sample t-test suggested that there are statistically significant differences in the mean values of all observed variables between the University of Split and the University of Mostar. The mean value of career aspirations of students at the University of Split was 4.0668, while that of students at the University of Mostar was 4.3419. Furthermore, the mean value of student behaviour was 3.2351 for students at the University of Split, and 3.6409 for students at the University of Mostar. Finally, the mean value of academic success was 2.5845 for students at the University of Split, and 2.2178 for students at the University of Mostar. To summarize, the mean value

of career aspirations was higher among the students at the University of Mostar than among the students at the University of Split, as was the mean value of student behaviour, while the mean value of academic success was higher among the students at the University of Split.

4. DISCUSSION AND IMPLICATIONS

The research results confirmed the existence of a relationship between student career aspirations, their behaviour and their academic success, which means

that students with greater career aspirations have good student behaviour and are consequently more successful (achieve better academic results in terms of grades) or vice versa. Some studies have looked at these variables and confirmed the relationship between some of them. For example, the research conducted by Arhin (2018) confirmed the relationship between students' positive career aspirations and good student behaviour.

The research also confirmed the positive relationship between student behaviour and academic success (Zimmerman & Martinez-Pons, 1986; Ablard & Lipschultz, 1998; Vrkić & Vlahović Štetić, 2013; Živčić-Bećirević et al., 2017; Yap, 2019). Bosch et al. (2021) confirmed the influence of students' learning activity on their performance beyond their learning prerequisites and prior achievements. Effective and successful students have well-developed organisational skills, have initiative combined with internal motivation and are free from the pressure of disappointing their parents. They focus more on their performance than on the expectations of others, which motivates them to work harder to achieve their personal goals (Živčić-Bećirević et al., 2017).

Research suggests that students with high career aspirations achieve better results than those with low career aspirations (Schoon, 2007; Schoon & Polek, 2011; Khattab, 2015; Chaudhary et al., 2021). Adekun & Opoko (2015) confirmed that students who are clear about why they have chosen certain subjects and who know that these subjects are a straight route to their desired career, achieve better results in terms of academic success.

In terms of previous research results, the novelty of this research is that it examines the relationship between student career aspirations, their behaviour and their academic success at the same time, since there is a lack of this type of research. Theoretical implications therefore arise from the insights gained by the analysis of the relationship between student career aspirations, behaviour and academic success.

In addition, research results showed the differences in career aspirations, behaviour and academic success of students at the University of Split and the University of Mostar. Namely, this research showed that the students at the University of Mostar have higher career aspirations and better student behaviour compared to the students at the University of Split, while the students at the University of Split have better grades, i.e. they are more successful. In practice, career counsellors at universities, policy makers and human resource management could therefore use the research results of this paper in order to improve their strategies for students and job seekers.

## 5. CONCLUSION, RESEARCH LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The aim of this paper was to explore the relationship between student career aspirations, their behaviour during the study and academic success. The research polygon for this research were students at the University of Split and the University of Mostar. In addition, the aim was to find out whether there are any differences between students at the University of Split and the University of Mostar in terms of their career aspirations, their behaviour during their studies and their academic success.

The research results confirmed the existence of a positive correlation between student career aspirations, their behaviour and their academic success. Furthermore, the research results suggest that there are differences between the students at the University of Split and the University of Mostar in terms of career aspirations, behaviour and academic success. More precisely, the research results showed that students at the University of Mostar had higher career aspirations and better student behaviour, while students at the University of Split had a higher level of success.

This research has some limitations. The first limitation is related to the research sample. Namely, there are differences in the research sample, in the case of the students from the observed universities, which should be taken into account when interpreting the results and drawing conclusion. The research sample is narrow, especially in the case of students from the University of Mostar. Another research limitation is the cross-sectional analysis. The self-reported measures could be perceived as an additional research limitation. All these limitations could be addressed by some future research. Besides, some other variables could be introduced into this analysis, such as the students' traits and values, as well as the universities' procedures related to this research topic. In addition, the recommendations for future research could be to conduct a qualitative analysis of these variables through interviews in order to obtain a clearer and more complete picture of the relationship between student career aspirations, their behaviour during the study and their academic success. In this context, students' individual characteristics, such as gender, family background or social differences, could be seen as an important determinant of their career aspirations, behaviour and success.



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KARIJERNE ASPIRACIJE STUDENATA, PONAŠANJE I AKADEMSKI USPJEH: SLUČAJ  
STUDENATA SVEUČILIŠTA U SPLITU I SVEUČILIŠTA U MOSTARU

## SAŽETAK

Cilj ovog istraživanja bio je istražiti karijerne aspiracije studenata, njihovo ponašanje i akademski uspjeh. Konkretno, cilj je bio utvrditi jesu li ove varijable međusobno povezane te postoje li razlike između studenata Sveučilišta u Splitu i Sveučilišta u Mostaru. Empirijsko istraživanje provedeno je u siječnju 2023. među studentima Sveučilišta u Splitu te u svibnju 2023. među studentima Sveučilišta u Mostaru. Uzorak istraživanja obuhvaćao je 616 studenata sa Sveučilišta u Splitu i 102 studenta sa Sveučilišta u Mostaru. Prikupljeni podaci analizirani su pomoću nekoliko statističkih metoda, uključujući deskriptivnu statistiku, korelacijsku analizu i t-test za nezavisne uzorke. Rezultati istraživanja potvrdili su postojanje povezanosti između karijernih aspiracija studenata, njihovog ponašanja i akademskog uspjeha. To znači da studenti s većim karijernim aspiracijama pokazuju pozitivne akademske obrasce ponašanja i, kao rezultat toga, postižu bolje akademske rezultate (više ocjene) ili obrnuto. Dodatno, rezultati su ukazali na razlike u karijernim aspiracijama, ponašanju i akademskom uspjehu između studenata dvaju sveučilišta. Konkretno, studenti Sveučilišta u Mostaru pokazali su više karijerne aspiracije i bolje akademsko ponašanje, dok su studenti Sveučilišta u Splitu ostvarili veći akademski uspjeh.

**KLJUČNE RIJEČI:** *karijerne aspiracije studenata, akademsko ponašanje, akademski uspjeh, Sveučilište u Splitu, Sveučilište u Mostaru.*

