Examining the professional career values and career awareness of athlete- students: the sample of the faculty of sports sciences

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Abstract

Background and Study Aim	Athlete-students continue their athletic careers at a professional level during their education, or many try to pursue alternative career paths. While much attention has been given to Athlete-students' academic progress and graduation rates in the literature, little attention has been paid to their attitudes towards career values and career awareness. Therefore, this study aimed to determine the career awareness and career values of athletes-students according to some demographic variables.
Material and Methods	This cross-sectional descriptive-correlational study was performed in the Sports Science Faculty of Kahramanmaras Sutcu Imam University of Turkey which forms the universe of the study. A total of 334 (162 female and 172 male) athletes-students who were undergraduate students in the sports sciences faculty of the university participated in the research. The data collection tool in the study "Professional Career Awareness Scale", and "Career Values Scale" was used. T-test and One-Way ANOVA tests were used to perform the differential analysis and Pearson Correlation analysis was used to determine the correlation between variables.
Results:	According to the results of the research, it was found that scores of the professional career values and career values of the athletes-students were at a moderate level. It was observed that the students' career values dimensions perception scores differed according to their perception scores and gender, department, class, age variables; there was no difference between the variable of being a licensed athlete and the dimensions. Differences were observed between career awareness dimensions, professional development disposition, and department and age variables. There was no difference between career awareness dimensions and gender, status of being a licensed athlete, and class variable. In addition, it is seen that there is a low and moderate relationship between professional career awareness and career values sub-dimensions.
Conclusions:	According to these results, it can be said that due to the lack of standardized measures of athlete-student career development, career awareness and career values are at a moderate level and their perceptions differ according to their demographic characteristics.
Keywords:	athlete, student, professional development, profession.

Introduction

Today, with the changing and developing business life, many important concepts have emerged. Undoubtedly, one of these concepts is the concept of career because young people choose a profession and plan the rest of their lives according to the profession they choose. However, over time, the profession preferred by the individuals in their lives goes beyond being a job and becomes a phenomenon that covers their aims, expectations and skills. Here, the concepts of career and career values become important because the concept of career in its most general definition is expressed as the work experiences, skills, expertise areas and knowledge of individuals gained in time. In addition to this, a large number of career definitions can be made since individuals have different needs, values and talents and personal traits of individuals are at the forefront of the concept of career [1]. When the concept of career value is considered, it is defined as the combinations of individuals' needs, motives, attitudes, values and skills [2]. These combinations develop in line with individuals' personality traits, motives, needs and skills and create professional career values. Since these professional career values are shaped according to individuals' expectations, interests and professional experiences, a new concept expressed as career awareness emerges. The concept of career awareness emerges as the most important building block of individuals' career development because after individuals make their career choices, they act with career awareness in determining career opportunities, being aware of talents and being directed and managed correctly in their business life [3]. However, it is seen that there are many sub-titles within the concept of career awareness. These are called basic knowledge, education and skill requirements about the profession, requirements of jobs in their natural environment and expectations about professional choices. Therefore, the concept of career awareness is evaluated as a concept covering individuals' abilities to make plans and researches about their careers, their knowledge about career opportunities and decision making process [4]. In a summary of literature related to occupational careers among former athletes [5]. noted that sport is connected to career success when it increases opportunities to complete academic degrees or develop job-related skills, increases support for growth and development not limited to athletic development and progression, and expands experiences, identities, and abilities unrelated to sports.

In the last two decades, researchers have conducted many researches to understand academic progress and graduation rates of athlete-students [6] and found that they graduated in consistently higher rates than non-athlete university student [7]. However, this does not mean that they are ready for a career after graduation. In 1987, Kennedy and Dimick stated [8] that more attention should be paid to the career development of athlete-students because these athletes were generally lower in career development criteria when compared with non-athlete students. From this point of view, it can be said that athlete-students may not have time to participate in extracurricular activities such as developing career values and awareness and therefore they generally miss relevant professional development opportunities [9].

Ackerman [10] stated that some of the negative effects of participation of athlete-students in sports as an amateur or professional on career development were lack of time, stress and mental fatigue, low grades as a result of not attending classes. On the other hand, Ackerman [10, pp.45-46] stated being an athlete also had many valuable advantages such as athlete-students' transferrable characteristics, scholarships, strong social relationships and professional network. When the literature is reviewed, it can be seen that there are very few studies conducted by using the concepts of professional career value and career awareness together in university students who are athletes. It can be seen that studies on career value are mostly studies in which career values of participants are examined according to their personality traits or in which university students' career values are examined [11, 12, 13]. It can be seen that studies conducted on professional career awareness are mostly studies in which career awareness levels of participants studying in different educational levels and different areas have been measured [14, 15, 16]. Therefore, it is very important for athlete-students to start planning career from the first years of their educational lives in the process of getting a job, developing skills about their jobs and adapting easily to their job after their student life ends [17]. This is because career value is formed by the combination of life experiences and professional experiences [18]. For this reason, it is very important to increase the career value and professional career awareness of university students and to lead them in this regard. Therefore, the aim of this study is to examine university students' professional career values and career awareness levels in terms of some variables to make a case analysis and to make some recommendations about the professional career values and career awareness levels of athletes who are university students in line with the results obtained.

Material and Methods
Participants

This research is a cross-sectional study and its sample consists of 273 athletes-students, 115 females and 158 males, studying at Kahramanmaraş Sütçü İmam University Faculty of Sports Sciences in Turkey in the spring semester of 2019-2020 academic year.

Research Design
Data Collection Tools

Survey method was used in this study as data collection tool. "Personal Information Form" was used in the first part of the survey which consisted of three parts, while "Career Awareness Scale (CAS)" was used in the second part and "Career Values Questionnaire (CVQ)" was used in the third part.

Career Awareness Scale (CAS): "Career Awareness Scale" developed by Yaşar and Sunay [3] is a 5-Likert type scale with 4 dimensions and 18 items and it aims to measure the career awareness of university students in the field of sports sciences. Dimensions of career awareness were named as "Professional Development Susceptibility", "Professional Readiness", "Professional Consciousness", "Professional Self-Confidence". The lowest score that can be obtained from the scale is "18", while the highest score is "90". Cronbach Alpha value of the data was found as .921. In the present study, Cronbach Alpha value was found as .855.

Career Values Questionnaire (CVQ): "Career Values Questionnaire" which was developed by [Schein 19] is a 5-Likert type scale with 5 dimensions and 14 items. These dimensions were formed as follows in terms of career values or career goals. In the first factor, career is a tool for "self-realization", in the second factor, career mediates "creating value"; in the third factor, career is a way to "gain power"; in the fourth factor, career provides "autonomy" to create richness for the individual and in the fifth factor, career is a way to "gain respect" [20]. The scale was adapted into Turkish by Halis [20]. In the present study, Cronbach Alpha value was found as .957.

Statistical Analysis

The data of the research were analysed with SPSS 22 statistical package program. Frequency and percentage values were used to determine the demographic characteristics [gender, department, class, age, and Licensed Athlete] of the students in the faculty of sports sciences. In addition to that, arithmetic mean and standard deviation data were presented to determine students' Career Awareness Scale and Career Values levels. In addition to descriptive statistics; Normality analyses of the distribution of the research data were evaluated using the skewness and kurtosis tests. It was decided to use parametric tests since normal distribution was found. T-test was conducted to test whether the difference between the two unrelated sample averages was significant in terms of the variables of gender and Licensed Athlete. At the same time one-way analysis of variance (ANOVA) was used to determine whether there was a significant difference between the variables of department, class and age and whether there was a difference between the averages of the groups. Pearson correlation coefficient was calculated to determine the direction and amount of the correlation between Career Awareness Scale and Career Values levels of students.

Results
The data collected from the sample, its demographical

and descriptive information about the of athlete- students were as follows (table 1): 42.1% female, 57.9'% male; Regarding the class variable: 31.9% are 1st grade, 21.2% (135) are 2nd grade, 24.2% (65) are 3rd grade and 22.7%, It was determined that studied in the 4th grade; 44.3% of the participants study in the coaching department, 44.7% in the teaching department, 11.0% in the sports management department. When the age variable distribution was examined, it was determined that 59.0% of the participants were 18-21 years old, 29.7% were 22-24 years old, and 11.4% were 25 and over. 48.4% of the participants stated that they were licensed athletes and 51.6% were not licensed athletes.

When Table 2 is examined, the arithmetic means and standard deviations of the sub-dimensions of the Career Assessment Scale are found to be 20.42 ± 5.51 in the self-actualization sub-dimension; The benefit creation sub-dimension is 7.96 ± 2.17 '; Power gain sub-dimension; 8.07 ± 2.06; Autonomy sub-dimension is 11.39 ± 3.10;

The sub-dimension of gaining prestige 7.23 ± 2.04 was found to be.

The sub-dimensions and standard deviations of the Professional Career Awareness Scale are: professional development disposition sub-dimension was 21.92±3.89; Occupational readiness sub-dimension was 16.07±2.84; Occupational consciousness sub-dimension was 16.58±2.82; Occupational self-confidence sub-dimension was found to be 14.92±2.81.

When Table 3 is examined, a statistically significant difference was found in the sub-dimensions of self-actualization, creating benefits, autonomy and dignity of the CAS according to the gender variable of the participants (p<0.05). When the arithmetic averages were examined, it was seen that this difference was in favor of male participants. No statistically significant difference was observed in any of the sub-dimensions of CVS (p>0.05).

When Table 4 is examined, there was no statistically

Table 1. Participants' Demographic Characteristics

Predictor (Variable)	Participants'	f	%
Gender	Female	115	42.1
	Male	158	57.9
Class	1st Class	87	31.9
	2nd Class	58	21.2
	3rd Class	66	24.2
	4th Class	62	22.7
Department	Coaching	121	44.3
	Physical Education	122	44.7
	Sport management	30	11.0
Age	18-21 Age	161	59.0
	22-24 Age	81	29.7
	25 Age and +	31	11.4
Licensed Athlete	Yes	132	48.4
	No	141	51.6
Total		**273**	**100**

Table 2. Descriptive statistics of teachers' CVS and CAS sub-dimensions

Sub Dimensions	X̄	sd	Min.	Max.
SR	20.40	5.51	5.00	25.00
CB	7.96	2.17	2.00	10.00
GP	8.07	2.06	2.00	10.00
AMY	11.39	3.10	3.00	15.00
ER	7.23	2.04	2.00	10.00
CVS TOTAL	3.93	0.57	1.00	5.00
PDS	21.92	3.89	8.00	30.00
PR	16.07	2.84	4.00	20.00
PC	16.58	2.82	4.00	20.00
PSC	14.92	2.81	4.00	20.00
CAS TOTAL	3,8618	,51578	1.61	4.83

*N:273, Self-Realization (SR): Creating Benefit (CB): Gaining Power (GP): Autonomy (ATMY): Earn Reputation (ER): Career Values Scales (CVS): Professional Development Susceptibility (PDS); Professional Readiness PR: Professional Consciousness (PC); Professional Self-Confidence (PSC): Career Awareness Scale (CAS).

Table 3. CVS and CAS sub-dimension t-test results of the participants in terms of the type of Gender

Scale	Sub Dimensions	Gender	N	X̄	ss	t	p
CVS	SR	Female	115	19.68	5.86	-1.89	0.05
		Male	158	20.96	5.19		
	CB	Female	115	7.65	2.32	-2.02	0.04
		Male	158	8.18	2.04		
	GP	Female	115	7.81	2.19	-1.75	0.08
		Male	158	8.25	1.96		
	AMY	Female	115	10.76	3.38	-2.88	0.00
		Male	158	11.84	2.79		
	ER	Female	115	6.91	2.30	-2.20	0.02
		Male	158	7.46	1.80		
CAS	PDS	Female	115	21.53	3.87	-1.42	0.15
		Male	158	22.20	3.89		
	PR	Female	115	15.87	2.90	-0.96	0.33
		Male	158	16.21	2.80		
	PC	Female	115	16.56	2.89	-0.12	0.90
		Male	158	16.60	2.77		
	PSC	Female	115	14.82	3.10	-0.49	0,62
		Male	158	15.00	2.58		

*N:273, Self Realization (SR): Creating Benefit (CB): Gaining Power (GP): Autonomy (ATMY): Earn Reputation (ER): Career Values Scales (CVS): Professional Development Susceptibility (PDS); Professional Readiness PR: Professional Consciousness (PC); Professional Self-Confidence (PSC): Career Awareness Scale (CAS).

Table 4. CVS and CAS sub-dimension t-test results of the participants in terms of the type of Licensed Athlete

Scale	Sub Dimensions	Licensed Athlete	N	X̄	s	t	p
CVS	SR	Yes	132	19.80	5.87	-1.81	0.07
		No	141	21.00	5.09		
	CB	Yes	132	7.75	2.21	-1.56	0.11
		No	141	8.16	2.13		
	GP	Yes	132	7.85	2.04	-1.68	0.09
		No	141	8.27	2.07		
	AMY	Yes	132	11.03	3.14	-0.97	0.06
		No	141	11.72	3.03		
	ER	Yes	132	7.10	1.95	-1.83	0.33
		No	141	7.34	2.13		
C÷AS	PDS	Yes	132	21.77	3.87	-0.61	0,53
		No	141	22.06	3.89		
	PR	Yes	132	16.30	2.90	1.29	0,19
		No	141	15.85	2.80		
	PC	Yes	132	16.66	2.89	0.43	0,66
		No	141	16.51	2.77		
	PSC	Yes	132	15.01	3.10	0.50	0,61
		No	141	14.84	2.58		

*N:273, Self Realization (SR): Creating Benefit (CB): Gaining Power (GP): Autonomy (ATMY): Earn Reputation (ER): Career Values Scales (CVS): Professional Development Susceptibility (PDS); Professional Readiness PR: Professional Consciousness (PC);Professional Self-Confidence (PSC): Career Awareness Scale (CAS).

significant difference in any of the sub-dimensions of CVS and CAS according to the variable of being licensed athletes (p>0.05).

When Table 5 is examined, a statistically significant difference was found in the sub-dimensions of career values, such as self-actualization, creating benefit, gaining strength and autonomy, according to the department variable of the athlete-students (p<0.05). A statistically significant difference was found in the professional development disposition sub-dimension of the career awareness scale (p<0.05). There was no difference in other dimensions.

When Table 6 is examined, a statistically significant difference was found in CVS' self-actualization, creating benefits, gaining power, gaining autonomy and gaining prestige sub-dimensions according to the class variable

of the participants (p<0.05). No statistically significant difference was found in any of the sub-dimensions of CAS (p>0.05).

When Table 7 is examined, a statistically significant difference was found in the CVS' strength gain sub-dimension according to the age variable of the participants (p<0.05); no difference was found in the sub-dimensions of self-actualization, creating benefit, gaining autonomy and dignity (p>0.05). A statistically significant difference was found in CAS' professional development disposition sub-dimension according to the age variable (p<0.05), but no difference was found in the Professional Readiness, Professional Consciousness and Professional Self-Confidence sub-dimensions (p>0.05)

When Table 8 is examined, it has been determined that there is generally a low and medium level positive

Table 5. Anova-Test results of participants' CVS and CAS sub-dimensions in terms of the variables of department

Scale	Sub-Dimensions	Department	N	X̄	ss	F	p	Sig. Diff.
CVS	SR	1.Coaching	121	21.25	5.30	5.745	0.00	1*-2 2*-3
		2.Physical Education	122	19.21	5.88			
		3.Sport management	30	22.00	3.52			
	CB	1.Coaching	121	8.14	2.27	4.598	0.01	3*-2
		2.Physical Education	122	7.58	2.16			
		3.Sport management	30	8.80	1.42			
	GP	1.Coaching	121	8.13	2.31	4.639	0.01	3*-2
		2.Physical Education	122	7.77	1.91			
		3.Sport management	30	9.03	1.12			
	AMY	1.Coaching	121	11.72	3.04	6.327	0.00	1*-2 3*-2
		2.Physical Education	122	10.73	3.30			
		3.Sport management	30	12.70	1.46			
	ER	1.Coaching	121	7.25	2.23	2.158	0.11	-
		2.Physical Education	122	7.04	2.00			
		3.Sport management	30	7.90	1.09			
CAS	PDS	1.Coaching	121	21.48	3.97	13.575	0.00	3*-2 3*-1
		2.Physical Education	122	21.53	3.80			
		3.Sport management	30	25.26	1.87			
	PR	1.Coaching	121	15.84	3.04	1.039	0.35	-
		2.Physical Education	122	16.16	2.77			
		3.Sport management	30	16.63	2.22			
	PC	1.Coaching	121	16.66	2.94	0.236	0.79	-
		2.Physical Education	122	16.46	2.80			
		3.Sport management	30	16.80	2.36			
	PSC	1.Coaching	121	14.77	2.68	0.929	0.39	-
		2.Physical Education	122	15.17	2.95			
		3.Sport management	30	14.53	2.75			

The groups in favor of the significant difference are shown with (*). *N:273, Self Realization (SR):Creating Benefit (CB): Gaining Power (GP): Autonomy (ATMY): Earn Reputation (ER): Career Values Scales (CVS): Professional Development Susceptibility (PDS); Professional Readiness PR: Professional Consciousness (PC); Professional Self-Confidence (PSC): Career Awareness Scale (CAS);

relationship between the sub-dimensions of CVS and CAS.

Discussion

As a result of the analysis of data obtained from the study, male participants' perceptions of self-realization, creating value, autonomy and gaining respect sub-

dimensions of career values were found to be high. No difference was found in terms of gender in any sub-dimensions of professional career awareness scale (Table 3). In their study conducted to find out the factors affecting career values, Başol, et al., [21]; Koca [22]; Pala [23] found differences between the variable of gender and career values sub-dimension in favor of male participants.

Table 6. Anova-Test results of participants' CVS and CAS sub-dimensions in terms of the variables of Class

Scale	Sub Dimensions	Class	N	X̄	ss	F	p	Sig. Diff.
CVS	SR	1st Class	87	22.26	4.85	8.303	0.00	1*-4 3*-4
		2nd Class	58	20.00	5.86			
		3rd Class	66	20.72	4.89			
		4th Class	62	17.91	5.75			
	CB	1st Class	87	8.54	1.93	6.966	0.00	1*-4 3*-4
		2nd Class	58	7.86	2.56			
		3rd Class	66	8.21	1.62			
		4th Class	62	6.98	2.32			
	GP	1st Class	87	8.64	1.97	6.622	0.00	1*-4 3*-4
		2nd Class	58	7.93	2.51			
		3rd Class	66	8.27	1.49			
		4th Class	62	7.19	2.00			
	AMY	1st Class	87	12.13	2.74	9.533	0.00	1*-4 3*-4
		2nd Class	58	11.06	3.40			
		3rd Class	66	12.18	2.49			
		4th Class	62	9.80	3.26			
	ER	1st Class	87	7.50	2.01	8.138	0.00	1*-4 3*-2 3*-4
		2nd Class	58	6.84	2.44			
		3rd Class	66	7.98	1.27			
		4th Class	62	6.40	2.02			
CAS	PDS	1st Class	87	21.50	4.45	2.407	0.06	-
		2nd Class	58	21.15	3.62			
		3rd Class	66	22.78	3.38			
		4th Class	62	22.30	3.66			
	PR	1st Class	87	15.54	3.34	2.132	0.09	-
		2nd Class	58	15.93	2.77			
		3rd Class	66	16.62	2.24			
		4th Class	62	16.37	2.65			
	PC	1st Class	87	16.37	3.53	1.089	0.35	-
		2nd Class	58	16.31	2.80			
		3rd Class	66	17.10	2.04			
		4th Class	62	16.59	2.37			
	PSC	1st Class	87	14.94	3.07	2.169	0.09	-
		2nd Class	58	14.17	2.82			
		3rd Class	66	15.42	2.70			
		4th Class	62	15.08	2.43			

The groups in favor of the significant difference are shown with (*). *N:273, Self Realization (SR): Creating Benefit (CB): Gaining Power (GP): Autonomy (ATMY): Earn Reputation (ER): Career Values Scales (CVS): Professional Development Susceptibility (PDS); Professional Readiness PR: Professional Consciousness (PC); Professional Self-Confidence (PSC): Career Awareness Scale (CAS).

Table 7. Anova-Test results of participants' CVS and CAS sub-dimensions in terms of the variables of Age

Scale	Sub Dimensions	Age	N	X̄	ss	F	p	Sig. Diff.
CVS	SR	1. 18-21	161	20.71	5.49	2.613	0.07	-
		2. 22-24	81	19.35	5.87			
		3. 25 and above	31	21.70	4.10			
	CB	1. 18-21	161	8.01	2.19	1.588	0.20	-
		2. 22-24	81	7.66	2.30			
		3. 25 and above	31	8.45	1.60			
	GP	1. 18-21	161	8.19	2.10	3.003	0.05	3*-2
		2. 22-24	81	7.64	2.15			
		3. 25 and above	31	8.58	1.43			
	ATMY	1. 18-21	161	11.42	3.12	1.163	0.31	-
		2. 22-24	81	11.00	3.34			
		3. 25 and above	31	12.06	2.15			
	ER	1. 18-21	161	7.31	2.05	1.741	0.17	-
		2. 22-24	81	6.91	2.20			
		3. 25 and above	31	7.64	1.45			
CAS	PDS	1. 18-21	161	21.49	3.81	5.051	0.00	3*-1
		2. 22-24	81	22.03	3.91			3*-2
		3. 25 and above	31	23.87	3.73			
	PR	1. 18-21	161	15.93	2.91	0.886	0.41	-
		2. 22-24	81	16.11	2.86			
		3. 25 and above	31	16.67	2.42			
	PC	1. 18-21	161	16.62	2.81	1.202	0.30	-
		2. 22-24	81	16.28	2.99			
		3. 25 and above	31	17.19	2.27			
	PSC	1. 18-21	161	15.03	2.66	0.301	0.74	-
		2. 22-24	81	14.76	3.13			
		3. 25 and above	31	14.77	2.75			

The groups in favor of the significant difference are shown with (*). *N:273, Self Realization (SR): Creating Benefit (CB): Gaining Power (GP): Autonomy (ATMY): Earn Reputation (ER): Career Values Scales (CVS): Professional Development Susceptibility (PDS); Professional Readiness PR:Professional Consciousness (PC); Professional Self-Confidence (PSC): Career Awareness Scale (CAS).

These results support the study results. Unlike the results of the present study, in their studies they examined the factors affecting career values of associate degree students Şentürk and Buran [24] reported that female participants had higher perceptions between the variable of gender and career values. Eratlı Şirin and Aydın [25] examined the career values of students in the faculty of sports sciences and reported that there were no differences between the variable of gender and sub-dimensions of career values scale. Dinç [14, pp:139] and Öztürk [15, pp. 78-79] examined the career awareness of university students and did not find any differences between the variable of gender and career awareness Lacole [26] found that female athlete-students had higher career awareness and they may have had more diverse and broader past experiences guiding them in making career decisions.

Another result of the study was that no differences were found between the variable of being a licensed athlete and career values and sub-dimensions of professional career awareness (Table 4). There are studies in literature which show that being a licensed athlete has no effect on career development [27]. When the literature on career values is examined, in their study examining career values of students of sports sciences faculty, Eratlı Şirin and Aydın [25, p.42] found perceptions of female athletes higher. This result was found to be different than the results of our study. In a study on career differences, Dinç [14, p.140] reported that there were no differences between the variable of being an active athlete and career awareness.

In terms of the departments of students, it was found that in general students in the department

Table 8. Pearson's Correlation Analysis Results of CVS and CAS sub-dimensions

Scale	Sub Dimensions	CAS			
		PDS	PR	PC	PSC
CVS	SR	0.27**	0.31**	0.46**	0.24**
	CB	0.23**	0.28**	0.38**	0.19**
	GP	0.22**	0.31**	0.45**	0.21**
	AMY	0.25**	0.33**	0.36**	0.33**
	ER	0.25**	0.28**	0.40**	0.26**

n=273 **. Correlation is significant at the 0.01 level [2-tailed]. Self Realization (SR):Creating Benefit (CB): Gaining Power (GP): Autonomy (ATMY): Earn Reputation (ER): Career Values Scales (CVS): Professional Development Susceptibility (PDS); Professional Readiness PR: Professional Consciousness (PC); Professional Self-Confidence (PSC): Career Awareness Scale (CAS).

of sport management had higher career values and professional development tendency than the students of other departments. The reason for this result may be the fact that in general students in the department of sport management prefer this department as the second university and therefore they have higher career values and career awareness. Eratlı Şirin et.al [28], in their study on the social entrepreneurship of the students of the faculty of sports sciences, concluded that the dimensions of risk taking and self-confidence that affect the career awareness of the students are high. When the literature on career values is examined, Koca [22, pp.59]; Şentürk and Buran [24, pp.168]; [Eratlı Şirin and Aydın [25, pp.325] reported difference between career values and academic departments in career choice. In their study they examined the career values of university student athletes, Karakaya et al., [29] reported that there were no differences between the participants' faculties and career values. When the literature on professional career awareness was examined, in a study which examined the effect of university career development program on students' career awareness, Öztürk [15, pp.85] reported difference between participants' faculties and career awareness levels; while Dinç [14, pp.145] did not report any differences between the variable of department and career values. It can be seen that these results are different from study results. As a result of the study, it was found that student athletes in their first year of study had higher career values than the other students, while no difference was found in career awareness. It can be said that they have high career values since they are in the first year of their education life studying in a department they chose and it can be said that since students choose their careers, they are aware of their talents and they will act with career awareness from then on. Eratlı Şirin and Aydın [25, pp.227] reached similar results. When the literature about professional career awareness was examined, Öztürk [15, pp.90] found that participants' career awareness levels increased as their year of study increased. As another result of the study, it was found that older students had higher career values gaining power sub-dimension perceptions and professional development tendency sub-dimension in professional career awareness.

In their studies examining the factors affecting career values of students, Şentürk and Buran [24, pp.170]; Eratlı Şirin and Aydın [25, pp.327] examined the differences between the variable of age and career values and found that participants who were 25 and older had higher career value perceptions than the participants who were 20 and younger. When the literature about professional career awareness was examined, Öztürk [15, pp.90] found that university students who were 26 and older had higher career awareness levels than students who were younger.

Conclusion

The results of the study showed a low and moderate positive association between career values scale and professional career awareness scale sub-dimensions (Table 8). As a result of this analysis, a direct proportion was found between the participants' career value perceptions and professional career awareness levels.

As a conclusion, it was found that while the variables of gender, department, year of study and age were partly effective on career values and professional career awareness, the variables of being licensed and monthly income did not have any effects on career values and professional career awareness. In addition, it was found that university student athletes' professional career awareness levels increased as their career values perceptions increased.

Based on the results of the research, it can be suggested that the instructors guide and support the students in order to increase the career values and awareness of the students. In their research, Eratlı Şirin and Şahin [30] stated that the creation of a school environment based on the counseling of instructors in institutions that train physical education teachers is a very important factor in terms of mutual trust, communication and support, which students need, in terms of awareness of students.

Conflict of interests

The authors state that there is no conflict of interest

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