BEDEN EĞİTİMİ SPOR SAĞLIK VE EFOR DERGİSİ

Geliş Tarihi/Received:31.08. 2023 Kabul Tarihi/ Accepted:08.10. 2023

SPORCULARDA HEDEF BAĞLILIĞI VE KARİYER FARKINDALIĞI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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ÖZET

Yapılan araştırmada, sporcularda hedef bağlılığı ve kariyer farkındalığı arasındaki ilişki incelenerek değerlendirilmesi amaçlanmıştır. Bu anlamda farklı yaş grupları, bireysel ve takım sporcuları, spor bilimleri fakülte bölümlerine göre ve "Hedef bağlılığı ile Kariyer gelişimi" arasındaki ilişkilere bakılacaktır. Sporcularda hedefe bağlılığı, spor kariyerlerinde başarıya ulaşmak için önemli olduğu söylenebilir, bu anlamda sporcu-öğrencilerin hedef bağlılığı ve kariyer farkındalığının detaylı incelenmesinde yarar vardır. Bu çalışma, tarama modeli kullanılarak nicel araştırma yöntemiyle desenlenmiştir. Tarama modeli, bir durumun bilimsel yöntemler kullanılarak betimlenmesi sürecini ifade eder. Bu anlamda iki farkı değişken arasındaki ilişki incelenmiştir. Araştırmaya Spor Bilimlerinde bulunan sporcu öğrencilerden 229 erkek 156 kadın olmak üzere toplamda 385 birey katılım sağlamıştır. Bu araştırmada veri toplama aracı olarak Bozyiğit ve arkadaşları (2022) tarafından geliştirilen "Sporcu Öğrenci Kariyer Farkındalığı Envanteri" ile ölçeğin Türkçe 'ye uyarlama çalışmaları Şenel ve Yıldız (2016) tarafından yapılan "Hedef Bağlılık Ölçeği" kullanılmıştır. Araştırma verilerinin analizi SPSS 22 programı kullanılarak gerçekleştirilmiştir. Araştırma bulgularına göre, cinsiyet, kariyer gelişim öz yeterliği, sporcu kimliği, sportif kolaylaştırıcılar ve hedef bağlılığı açısından anlamlı farklar göstermezken, kariyer gelişim engelleri açısından erkeklerin daha yüksek bir düzeyde deneyimlediği görülmüştür. Beraberinde sporcu-öğrencilerin eğitim aldığı bölümlere göre kariyer ve hedef bağlılığı ortalama değerleri alt boyutlarından "Sporcu Kimliği" açısından Beden Eğitimi Öğretmenliği alanında diğer alanlara göre daha düşük bir değer bulunmuştur. Çalışmanın bir diğer bulgusunda ise "Hedef bağlılığı" ile "Kariyer gelişimi" arasındaki ilişki değerleri incelendiğinde "Kariyer Gelişim Engelleri" ile "Hedef Bağlılığı" arasında pozitif bir ilişki bulunmuştur. Sonuç olarak, bu sonuçların kaynağı birkaç faktörün etkileşimi olabilir. İleri araştırmalar, daha büyük örneklem grupları, daha hassas ölçüm araçları ve diğer değişkenleri dikkate alarak daha ayrıntılı bir açıklama sunabilir.

Anahtar kelimeler: Hedef Bağlılığı, Kariyer, Sporcu Öğrenci, Spor Bilimleri

Beden Eğitimi Spor Sağlık ve Efor Dergisi / Journal of Physical Education Sports Health and Effort
2023;3(2) :(38-52)
ISSN:2822-5619

THE RELATIONSHIP BETWEEN GOAL COMMITMENT AND CAREER AWARENESS IN ATHLETES

ABSTRACT

The aim of the study was to investigate and evaluate the relationship between goal commitment and career awareness in athletes. In this sense, the relationships between different age groups, individual and team athletes, sports science faculties and "Goal commitment and Career development" are investigated. It can be said that goal commitment is important in athletes to be successful in their sports career. In this sense, it is useful to study the goal commitment and career awareness of student-athletes in detail. This study was designed with a quantitative research method using the survey model. The survey model refers to the process of describing a situation using scientific methods. In this sense, the relationship between two different variables was studied. A total of 385 subjects, 229 males and 156 females, among the student athletes of the Department of Sport Sciences participated in the research. In this study, the "Student Athlete Career Awareness Inventory" developed by Bozyiğit et al. (2022) and the "Goal Commitment Scale" adapted into Turkish by Şenel and Yıldız (2016) were used as instruments for data collection. SPSS 22 program was used to analyze the research data. According to the research results, although there were no significant differences in gender, career development self-efficacy, athlete identity, sports supporters, and goal commitment, it was found that men experienced barriers to career development at a higher level. Depending on the department in which the student athletes are educated, the physical education department was found to have a lower score related to "athlete identity," one of the sub-dimensions of the mean scores for career and goal commitment, compared to other departments. Another finding of the study is that when the relationship scores between "Goal Commitment" and "Career Development" were examined, a positive relationship was found between "Career Development Obstacles" and "Goal Commitment". Consequently, these results could be due to the interaction of multiple factors. Further research could provide a more detailed explanation by considering larger sample groups, more sensitive measurement instruments, and other variables.

Key words: Goal Commitment, Career, Student Athletes, Sports Sciences

INTRODUCTION

Sport has a history as old as the beginning of mankind and is an indispensable phenomenon of social life (Yetim & Kalfa, 2019., Turan-Bal & Gülşen, 2023), and another definition states that "... Sports are deliberate and planned activities aimed at the physical, mental, social and emotional development of people, which are the main source of the growing generations, and are considered an integral part of general education" (Yıldıran & Yetim, 1996; Akbuga et al., 2023). In today's world, "...sport, which has been institutionalized in the modern life of people in the 20th century from urbanization onwards, has become deeply embedded in the social system of our time and has become a phenomenon that is shaped according to the social structure" (Şahin & İmamoğlu, 2011). In this sense, Sunay (2003) divided sports practices into two parts: "elite or competitive sports" (professionalism belongs to this part) and "community and popular sports". At the same time, "among the basic dynamics of sport, which is one of the tools that help individuals express themselves in daily life, are the feelings of achievement, passing and winning" (Kurtipek et al., 2016). In this context, the problems faced by individuals who prefer sports as a profession may be significant for the future in the society in which they live (Aybek, 2023). However, "the sport environment can hold many difficulties, stress, and even failures for the athletes" (Ceylan & Küçük, 2022; Acar et al., 2023).

"Career planning is important for students or young professionals who do not know enough about different career paths to identify different career opportunities" (Uslu, 2022). In this sense, individuals who have chosen athletics as a career should focus on their athletic goals, and their career planning should follow a linear progression. Şenel and Yıldız (2016) stated that "goals are detailed set intentions." The Turkish Language Association defines goals as "the place to be reached, the end point to be achieved; purpose, promise...". In this sense, athletes who have a continuous goal and focus on their work with awareness of the reality of professional life can have a sustainable career. In this sense, in this context, "the athletic career can be defined as the path followed in the fields of application of sport, the time spent on this path, and the achievements made during this time, resulting from the merit, recognition, knowledge, power, and prestige" (Bozyiğit et al., 2022).

Examining the literature in this direction, one finds that there are studies on careers in various fields. However, it is found that studies on athletes and students are insufficient in the literature (Tunc et al., 2016; Semiz, 2018 ; Karadağ & Aşçı, 2021 ; Bozyiğit et al., 2022 ; Küçük & Durmuşoğlu, 2022; Yılmaz & Caz, 2022 ; Yurtsızoglu & Gül, 2023 ; Aybek, 2023). It can be

said that the majority of active athletes in our country prefer sports science faculties for their academic careers. Apart from the difficulties of professional sports life, it is understandable that they prefer education in the field they specialize in. In addition, the performance-based financial return of professional sports and the fact that the active sports life has a certain duration force athlete to plan their future properly. "In this process, with the transition from the traditional career phenomenon to a multifaceted career approach, individuals today have the opportunity to work in different positions and fields and have the chance to increase and develop their own skills" (Uslu, 2022). Therefore, in the research conducted for this purpose, the aim was to investigate and evaluate the relationship between goal commitment and career awareness among athletes. In this sense, different age groups, individual and team athletes, sports science faculties and the relationship between "Goal commitment and career development" are investigated.

METHOD

Research Model

This study was designed with a quantitative research method using the survey model. The elicitation model refers to the process of describing a situation using scientific methods. In this sense, the relationship between two different variables was studied (Karasar, 2020).

Research group

Participants: a total of 385 people, 229 men and 156 women, participated in the study.

Ethical approval of the research

For the research, the necessary approval was obtained from the Research Ethics Committee of Tokat Gaziosmanpaşa University of Social and Human Sciences, which was established as decision number 01-14 based on the letter of the Dean of the Faculty of Sports Sciences dated 05.09.2023 and numbered 304789.

Data collection instruments

Target commitment scale

The Goal Commitment Scale, developed by Hollenbeck, Williams, and Klein (1989) with 9 items and adapted by Klein, Wesson, Hollenbeck, and Wright (2001) with 5 items, was used to determine the participants' level of goal commitment. The unidimensional scale is of Likert

type and consists of five items (1=disagree at all, 5=agree completely). The internal consistency coefficient of the scale was reported to be 0.74 (Klein et al., 2001). The scale was adapted into Turkish by Şenel and Yıldız (2016). KMO test score. 77, Bartlett's sphericity test score was 341.357 ($p < 0.0001$). In their study, the researchers found that the target commitment scale is suitable for Turkish population. In the adjustment study, KMO test. 596, 30 Bartlett sphericity $p < 0.0001$.

Inventory of career knowledge of student-athletes

In this study, the Student Athlete Career Awareness Inventory developed by Bozyiğit et al. (2022) was used as an instrument for data collection. This scale consists of 4 subdimensions and a total of 15 items, including "self-efficacy in career development" (items 1, 2, 3, 4), "obstacles in career development" (items 5, 6, 7, 8), "athlete identity" (items 9, 10, 11, 12), and "athletic supporters" (items 13, 14, 15). The scale was scored on a 5-point Likert scale. The reliability of the Turkish version of the SOKFE was evaluated using Cronbach's alpha internal consistency coefficients calculated on a factor basis, and it was found that the inventory is a reliable measurement tool. In the study conducted by Bozyiğit et al. (2022), the internal consistency coefficients ranged from 0.70 to 0.80.

Method of data collection

In this study, data was collected through a questionnaire. The link to the questionnaire, which was created through a Google form on the Internet, was sent to the student athletes, and the data were collected.

Analysis of the data

The analysis of the research data was performed using the SPSS 22 program. Frequency and percentage analyzes were performed to obtain descriptive statistics of the data. The Kolmogorov-Smirnov test was used to determine if the data were normally distributed. As a result of the analysis for each sub-dimension of each independent variable, it was determined that the data were appropriate for a normal distribution. The independent samples t-test was used to assess differences between participants for the gender variable, and one-way analyzes of variance were performed for the departmental variables ANOVA. The Games-Howell method was used as a multiple comparison test for non-homogeneously distributed data. The significance level was assumed to be 0.05.

FINDINGS

Table 1. Data on Career Development Self-Efficacy levels

	Gender	N	X̄± Sd	t	p
Career Development Self-efficacy	Male	229	14.92±3,34	0.113	0.910
	Woman	156	14.88±2,97		
Career Development Barriers	Male	229	10.81±3,55	3.585	**0.000**
	Woman	156	9.52±3,21		
Athlete Identification	Male	229	13.34±3,59	-0.838	0.403
	Woman	156	13.66±3,71		
Sport Facilitators	Male	229	11.55±2,43	-0.580	0.563
	Woman	156	11,69±2,19		
Goal Commitment	Male	229	2.05±0,40	0.303	0.762
	Woman	156	2.04±0,31		

While men's mean self-efficacy for career development was 14.92 ± 3.34, women's mean self-efficacy for career development was 14.88 ± 2.97. There is no significant difference between these two genders (t = 0.113, p = 0.910). The mean value of men's career development obstacles is 10.81 ± 3.55, and the mean value of women's career development obstacles is 9.52 ± 3.21. There is a significant difference between these two genders (t = 3.585, p < 0.001). This indicates that males experience barriers to career development at a higher level. While the mean athlete identity of males is 13.34 ± 3.59, the mean athlete identity of females is 13.66 ± 3.71, and there is no significant difference between these two genders (t = -0.838, p = 0.403). While the mean target commitment of males is 11.55 ± 2.43, the mean target commitment of females is 11.69 ± 2.19. There is no significant difference between these two genders (t = -0.580, p = 0.563). While the mean target commitment of males was 2.05 ± 0.40, the mean target commitment of females was 2.04 ± 0.31. There is no significant difference between these two genders (t = 0.303, p = 0.762).

According to these data, although there are no significant differences between genders in career development self-efficacy, athlete identity, sport supporters, and goal commitment, it appears that males experience higher levels of barriers to career development.

Table 2. Mean career and goal commitment of individual and team sport participants

	Sport Branch	N	X̄± Sd	t	p
Career Development Self-efficacy	Individual sports	164	14.75±3.29	-0.678	0.498
	Team Sports	221	14.98±3.18		
Career Development Barriers	Individual sports	164	10.24±3.46	-0.034	0.973
	Team Sports	221	10.25±3.52		
Athlete Identification	Individual sports	164	13.46±3.70	0.038	0.969

	Team Sports	221	13.45±3.66		
Sport Facilitators	Individual sports	164	11.55±2.41	-0.291	0.771
	Team Sports	221	11.62±2.35		
Goal Commitment	Individual sports	164	2.04±0.37	-0.581	0.562
	Team Sports	221	2.06±0.38		

While the "mean occupational self-efficacy" of participants who played individual sports was 14.75 ± 3.29, the mean occupational self-efficacy of participants who played team sports was 14.98 ± 3.18. There is no significant difference between these two sports (t = -0.678, p = 0.498). While the mean of the "Barriers to Professional Development" of the participants who played individual sports was 10.24 ± 3.46, the mean of the Barriers to Professional Development of the participants who played team sports was 10.25 ± 3.52. There is no significant difference between these two sports (t = -0.034, p = 0.973). The mean of "athlete identity" of participants who participate in individual sports is 13.46 ± 3.70, while the mean of "athlete identity" of participants who participate in team sports is 13.45 ± 3.66. There is no significant difference between these two sports (t = 0.038, p = 0.969). While the mean of "athletic supporters" of participants who participate in individual sports is 11.55 ± 2.41, the mean of athletic supporters of participants who participate in team sports is 11.62 ± 2.35, and there is no significant difference between these two sports (t = -0.291, p = 0.771). While the mean of "target commitment" of participants who participate in individual sports is 2.04 ± 0.37, the mean of target commitment of participants who participate in team sports is 2.06 ± 0.38. There is no significant difference between these two sports (t = -0.581, p = 0.562).

In conclusion, according to these data, there is no significant difference between participants who participate in individual sports and participants who participate in team sports in terms of "career development self-efficacy," "career development barriers," "athlete identity," "athletic supporters," and "goal commitment." Similarities are found between two different sports in these characteristics.

Table 3. Career and goal commitment averages according to different age groups

		N	X̄± Sd	F	p
Career Development Self-efficacy	18-22	158	14.84±2.75	0.343	0.710
	23-26	193	14.84±3.31		
	27 and above	34	15.32±4.50		
	Total	385	14.88±3.22		
Career Development Barriers	18-22	158	10.23±3.37	0.299	0.742
	23-26	193	10.37±3.51		
	27 and above	34	9.88±4.04		
	Total	385	10.27±3.50		
Athlete Identification	18-22	158	13.43±3.41	1.147	0.319
	23-26	193	13.64±3.76		
	27 and above	34	12.61±4.32		
	Total	385	13.46±3.67		
Sport Facilitators	18-22	158	11.87±2.14	1.775	0.171
	23-26	193	11.45±2.54		
	27 and above	34	11.26±2.32		
	Total	385	11.60±2.37		
Goal Commitment	18-22	158	2.05±0.39	0.463	0.630
	23-26	193	2.06±0.36		
	27 ve üzeri	34	1.99±0.37		
	Total	385	2.05±0.37		

Mean self-efficacy in career development according to different age groups 18-22 years: 14.84 ± 2.75, 23-26 age group: 14.84 ± 3.31, 27 years and older group: 15.32 ± 4.50, total: 14.88 ± 3.22. There is no significant difference between different age groups in terms of "self-efficacy in career development" (F = 0.343, p = 0.710). The mean scores of obstacles to career development in different age groups were in 18-22 age group: 10.23 ± 3.37, 23-26 age group: 10.37 ± 3.51, 27 years and older group: 9.88 ± 4.04, total: 10.27 ± 3.50. There is no significant difference between different age groups in terms of "obstacles to career development" (F = 0.299, p = 0.742).

According to different age groups, the mean score of athlete identity in 18-22 age group was: 13.43 ± 3.41, 23-26 age group: 13.64 ± 3.76, 27 years and older group: 12.61 ± 4.32, total: 13.46 ± 3.67. There is no significant difference between different age groups regarding "athlete identity" (F = 1.147, p = 0.319). The mean scores of "athletic facilitators" in different age groups were 18-22 years old: 11.87 ± 2.14, 23-26 age group: 11.45 ± 2.54, 27 years old and older group: 11.26 ± 2.32, total: 11.60 ± 2.37. There is no significant difference between different age groups regarding "athletic facilitators" (F = 1.775, p = 0.171). The mean scores of "target commitment" in different age groups were: 18-22 years: 2.05 ± 0.39, 23-26 years: 2.06 ± 0.36,

27 years and older: 1.99 ± 0.37, total: 2.05 ± 0.37. There is no significant difference between different age groups in terms of "target commitment" (F = 0.463, p = 0.630).

In summary, according to these data, there are no significant differences between age groups in "career development self-efficacy," "career development barriers," "athlete identity," "athletic supporters," and "goal commitment." Similarities between age groups are observed for these characteristics.

Table 4. Mean values of career and goal commitment according to different departments

		N	**X̄± Sd**	**F**	**p**	**Multiple comparison**
Career Development Self-efficacy	Physical Education Teacher Education (A)	105	15.50±3.28	2.712	0.068	
	Coaching (B)	207	14.62±3.17			
	Sport Management (C)	73	14.81±2.93			
	Total	385	14.90±3.17			
Career Development Barriers	Physical Education Teacher Education (A)	105	10.04±3.60	0.603	0.548	
	Coaching (B)	207	10.31±3,44			
	Sport Management (C)	73	10.63±3.42			
	Total	385	10.30±3.48			
Athlete Identification	Physical Education Teacher Education (A)	105	12.52±3.54	5.230	**0.006**	A<B,C
	Coaching (B)	207	13.81±3.84			
	Sport Management (C)	73	13.98±2.96			
	Total	385	13.49±3.65			
Sport Facilitators	Physical Education Teacher Education (A)	105	11.32±2.36	1.595	0.204	
	Coaching (B)	207	11.68±2.37			
	Sport Management (C)	73	11.94±2.15			
	Total	385	11.63±2.33			
Goal Commitment	Physical Education Teacher Education (A)	105	2.06±0.37	0.163	0.850	
	Coaching (B)	207	2.05±0.39			

	Sport Management (C)	73	2.03±0.34
	Total	385	2.05±0.37

The mean scores of "self-efficacy in career development" according to different professional fields are physical education: 15.50 ± 3.28, coaching: 14.62 ± 3.17, sports management: 14.81 ± 2.93 total: 14.90 ± 3.17. There is no significant difference between different professional fields in terms of "self-efficacy in career development" (F = 2.712, p = 0.068). The mean scores of "barriers to professional development" were as follows: Physical Education: 10.04 ± 3.60, Coaching: 10.31 ± 3.44, Sport Management: 10.63 ± 3.42, Overall: 10.30 ± 3.48. There is no significant difference between the different professional fields in terms of "Obstacles to Professional Development" (F = 0.603, p = 0.548). The average athlete identity was 12.52 ± 3.54 in physical education: 12.52 ± 3.54, coaching: 13.81 ± 3.84, sport management: 13.98 ± 2.96, total: 13.49 ± 3.65. There is a significant difference between the different professional fields in terms of "athlete identity" (F = 5.230, p = 0.006). As a result of several comparisons, it was found that "athlete identity" is lower in the field of physical education than in the other fields. The mean scores of "athletic facilitators" in the field of physical education: 11.32 ± 2.36, coaching: 11.68 ± 2.37, sports management: 11.94 ± 2.15, total: 11.63 ± 2.33. There is no significant difference between the different professional fields in relation to "athletic facilitators" (F = 1.595, p = 0.204). The mean scores for target engagement were as follows: Physical Education: 2.06 ± 0.37, Coaching: 2.05 ± 0.39, Sport Management: 2.03 ± 0.34, Total: 2.05 ± 0.37. There is no significant difference between the different professional fields in terms of "target commitment" (F = 0.163, p = 0.850).

In summary, according to these data, there are no significant differences between the different career fields in terms of "career development self-efficacy," "career development barriers," "athletic supporters," and "goal commitment." However, in relation to "athlete identity," a lower value was found in the field of physical education compared to other fields.

Table 5. Relationship values between goal commitment and career development

		Career Development Self-efficacy	Career Development Barriers	Athlete Identification	Sport Facilitators
Goal	r	0.174**	0,282**	0.191**	0.168**
Commitment	p	0.001	0.000	0.000	0.001
	N	385	385	385	385
**. Correlation is significant at 0.01 level.					

The mean scores of "self-efficacy in professional development" according to different professional fields are physical education: 15.50 ± 3.28, coaching: 14.62 ± 3.17, sports management: 14.81 ± 2.93 total: 14.90 ± 3.17. There is no significant difference between different professional fields regarding "self-efficacy in professional development" (F = 2.712, p = 0.068). The mean scores of "barriers to professional development" were as follows: Physical Education: 10.04 ± 3.60, Coaching: 10.31 ± 3.44, Sport Management: 10.63 ± 3.42, Total: 10.30 ± 3.48. There is no significant difference between the different professional fields in terms of "barriers to professional development" (F = 0.603, p = 0.548). The average athlete identity was 12.52 ± 3.54 in physical education: 12.52 ± 3.54, coaching: 13.81 ± 3.84, sport management: 13.98 ± 2.96, total: 13.49 ± 3.65. There is a significant difference between the different professional fields in terms of "athlete identity" (F = 5.230, p = 0.006). Several comparisons revealed that "athlete identity" is lower in the physical education field than in the other fields. The mean scores of "athletic supporters" in the field of physical education: 11.32 ± 2.36, coaching: 11.68 ± 2.37, sport management: 11.94 ± 2.15, total: 11.63 ± 2.33. There is no significant difference between the different professional fields in terms of "athletic supporters" (F = 1.595, p = 0.204). The mean scores for goal engagement were as follows: Physical Education: 2.06 ± 0.37, Coaching: 2.05 ± 0.39, Sport Management: 2.03 ± 0.34, Total: 2.05 ± 0.37. There is no significant difference between different professional fields in terms of "goal commitment" (F = 0.163, p = 0.850).

In conclusion, according to these data, there are no significant differences between the different professional fields in terms of "self-efficacy in career development", "barriers in career development"," "athletic supporters" and "goal commitment" However, in terms of "athlete identity"," a lower value was found in the physical education field compared to the other fields.

DISCUSSION and CONCLUSION

It can be assumed that "Goal Commitment" is important in athletes to be successful in their sports career. In this sense, a conclusion can be reached by interpreting the statistical analysis of sports students' perceptions on this topic. In the research conducted in this direction, when examining the data related to the level of "self-efficacy in career development" (Table 2), there is no significant difference between the participants who participate in individual sports and the participants who participate in team sports in terms of "self-efficacy in career development", "obstacles in career development", "athlete identity", "athletic supporters", and "goal commitment". For these characteristics, there is a similarity between two different sports. If the

sample used for statistical analysis is not large enough, it may be difficult to detect significant differences. Working with a larger sample can increase the statistical power and better evaluate the differences. At the same time, the reason why the results do not appear to be statistically significant is that if similar training and experiences are provided at different grade levels in a particular school or educational institution, then large differences between the levels of individual and team athletes would not be expected. Training programs may be similar for all grade levels. In this sense, a study that examined the relationship between "goal commitment" and time management found that there is a positive correlation between individuals' "goal commitment" and time management in achieving their goals (Yılmaz & Duendar, 2021). In this context, it can be emphasized in general that time management is a priority in "career development".

According to the mean scores of "career and goal commitment" by different age groups (Table 3), there are no significant differences between age groups in "self-efficacy in career development, barriers in career development, athlete identity, athletic supporters" and "goal commitment". There is similarity between age groups on these characteristics. In a similar study, it was concluded that there was no significant difference between the age of the students and the goal commitment scores (Süleymanoğulları et al., 2022). In this sense, the results of this study and the study given as an example support each other. Social and cultural factors can be cited as the reason for the results in this direction. For example, the community in which participants live, cultural values, and educational level may influence these values. These factors may cause the differences between age groups to be significant or insignificant, but it may also be because there is no difference.

Looking at the mean scores of career and Goal Commitment by different departments (Table 4), according to the available data, there are no significant differences between the career fields of athletes studying in different departments with respect to the sub-dimensions " self-efficacy in career development, barriers in career development, athletic supporters" and "Goal Commitment". However, in relation to "Athlete Identity", a lower score was found among participants in the physical education department compared to the other departments. In turn, Süleymanoğulları et al. (2022) concluded in their study that there was no significant difference between the levels of goal commitment of physical education students depending on the department in which they are currently enrolled. In this sense, it can be said that the situation is similar.

According to the relationship values between "goal commitment and career development" (Table 5)" There is a positive and weak relationship between "self-efficacy in career development" and "goal commitment", that is, as self-efficacy in career development " increases, "goal commitment" also increases slightly. A positive relationship was found between "barriers to career development" and "goal commitment". It was observed that as "barriers to career development" increased, goal commitment also increased. " A positive relationship was found between "athlete identity" and "goal commitment." When "athlete identity" increases, "goal commitment" also increases. On the other hand, a positive and weak relationship was found between "athletic supporters" and "goal commitment". That is, when "athletic supporters" increases, goal commitment also slightly increases. There is no direct information on the relationship between sports and career in the related literature. In a qualitative study of career development in sport, it was found that it can be difficult for sport students to balance their academic and sport commitments. At the same time, the importance of the relationship between career development and time management was highlighted, and the importance of individual effort and performance in this sense was mentioned (Koçak et al., 2023; Uslu, 2022). In general, these correlation analyses show that there are statistically significant relationships between the variables studied. However, since these relationships are at a weak level, the effects of other factors should also be considered.

RECOMMENDATIONS

It can be concluded that there is a relationship between athletes' "goal commitment" and their "perception of career development." In this context, individuals who focus on the goal and make career planning in professional sports life can have a productive active sports time. In addition, it can be pointed out that athletes/students should properly manage the academic process to achieve a career with various tasks in the sports environment. It should be emphasized that professional life should be lived with the awareness that it is a periodic process and that alternative options for personal development should be duly considered. It can be said that it goes against the natural flow of life if every athlete whose active sports life ends works in different categories or under different names in the same sector. For this reason, athlete-students who are aware of their career can offer alternative opportunities for all kinds of actions, experiences and educational life to shape their future. In this context, studies can be carried out in terms of facilitating the lives of individuals by increasing the functionality of career development centers at universities.

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