international

AFRICAN CONFERENCE

on current studies of science, technology & social sciences

July 6-7, 2020

Johannesburg, SOUTH AFRICA



PROCEEDINGS BOOK

www.africansummit.org

Editors

Prof. Dr. Viranjay M. Srivastava
Assoc. Prof Yeliz ERATLI ŞİRİN
Samira KHADHRAOUI ONTUNC

All rights of this book belongs to Farabi Publishing House. Without permission can't be duplicate or copied. Authors of chapters are responsible both ethically and juridically.

www.africansummit.org

Issued: 25.07.2020

ISBN - 978-625-7898-12-6

CONFERENCE PROCEEDINGS BOOK

INTERNATIONAL AFRICAN CONFERENCE ON CURRENT STUDIES OF SCIENCE, TECHNOLOGY & SOCIAL SCIENCES

July 6-7, 2020
Johannesburg, SOUTH AFRICA
(VIRTULLAY HELD BY ZOOM PROGRAM)

Issued: 25.07.2020

CONFERENCE ID

TITLE

INTERNATIONAL
AFRICAN CONFERENCE
ON CURRENT STUDIES OF SCIENCE, TECHNOLOGY
& SOCIAL SCIENCES

DATE - PLACE

July 6-7, 2020 Johannesburg, SOUTH AFRICA

ORGANIZATION BOARD

Prof. John Eriba OCHI - Abubakar Tafawa Balewa University, Nigeria
Prof. Dr. Salih OZTURK - Namık Kemal University, Turkey
Prof. Basim Mohammad Ali Aldahadh - Mutah University
Prof. Bashir Ali K. SALEH - Al-Jabal Al-Gharbi University – Libya
Najva SHAABAN - Crédit LIBANAIS SARL, Tripoli
Dr. Güray ALPAR - Retired General, Turkish Army
Elvan CAFAROV - Azerbaijan State Pedagogy University
Abdellatif GARROURI - Tunisian National Television

GENERAL COORDINATOR

SAMIRA KHADHRAOUI ONTUNC

LANGUAGES

Turkish, English, French, Arabic

SCIENTIFIC & ADVISORY BOARD

Prof. Anis BEN ALI
University of Tunis

Prof. Bashir Ali K. SALEH
Al-Jabal Al-Gharbi University – Libya

Prof. Hemantkumar P . BULSARA
National Technolohy Institute, India

Prof. Jacqueline Ayoub
Lebanise University, Lebanon

Prof. John Eriba OCHI
Abubakar Tafawa Balewa University, Nigeria

Prof. Lydia KATROVA
Medical University of Sofia, Bulgaria

Prof. Mohamed Nadjib BOUKHATEM
Blida University, Algeria

Prof. Viranjay M. SRIVASTAVA
University of KwaZulu-Natal, South Africa

Dr. Güray ALPAR, General
Turkish Army

Dr. Nevim TÜZÜN
Erciyes University

Dr. Basim Mohammad Ali Aldahadha
Mutah University, Jordan

Prof. Atiya Thabet Abuharris
The Libyan Academy

Dr. Kabo Diraditsile
Waseda University, Tokyo, Japan

Dr. NORMAN CHIVASA
University of KwaZulu-Natal, South Africa

SCIENTIFIC & ADVISORY BOARD

Dr. ELEANOR ALVIRA HENDRICKS
University of Fort Hare

Dr. İnci Aksu KARGIN
Uşak University, Turkey

Abdellatif GARROURI
Tunisian National Television

Najva SHAABAN
Credit Lebaneis, Lebano



1. INTERNATIONAL AFRICAN CONFERENCE ON CURRENT STUDIES

INVESTIGATION OF THE VOCATIONAL CAREER AWARENESS OF ATHLETES-STUDENTS IN THE FACULTY OF SPORT SCIENCES

Asst. Prof. Dr. Yeliz ERATLI ŞİRİN
Cukurova University

Abstract
It is considered important for individuals to start planning their careers since their student years, to start working more comfortably in the process after their student life ends, to develop their skills directly related to the job they will work with and to adapt to business life. Providing students' career awareness in universities will help them in the context of career management. For this reason, the main purpose of this research was to reveal the career awareness of athletes and students and to determine the influencing variables. The sample of the research consists of 179 volunteer athletes-students who studying in Coaching, Physical Education Teacher and Sport Management Department at Cukurova University, Faculty of Sport Sciences that located in the city of Adana in Turkey. In the research, "Vocational Career Awareness Scale (CAS)" developed by Yaşar & Sunay (2019) to measure Career Awareness of university students studying in the field of sports sciences was used. In the statistical analysis of the data, t-test, ANOVA analysis and Tukey test were used. As a result of the research, it was found that athletes-students have a moderate level of professional career awareness. It is concluded that male athletes-students have higher awareness than female; Professional Development Tendency of students over the age of 25 is higher; the students who study in sports management department have high professional self-confidence.

Keywords: Athlete, Student, Career, Career Awareness

Introduction

It is seen that the definitions about the concept of career emerged since the 1900s. In this sense, when the origins of the word career are examined, it is seen that the word "Carrierre" in French and "Career" in English are transferred to Turkish. According to TDK (2018), career; “the rank, success and expertise achieved through time and work in a profession” (tdk.gov.tr, 2019).

Some of the definitions made about the concept of career are as follows;

- Career can be defined from a general perspective as the combination and order of roles that a person has played in her business life during her/his lifetime (Super, 1980).
- Career can be defined as continuing in a job or profession. Besides, it can be expressed as the activities performed by the individual in turn (Türkmenoğlu, 2014).

It is seen that considered important for individuals start to plan their careers since their studentship years, in the process after their student life has ended, to enter into business life

more comfortably, to develop their skills directly related to their job and to adapt to business life. For this reason, it is vital for individuals and organizations to establish career offices, to provide consultancy services in the universities, to help them in the context of career management, to provide consultancy services, to apply concepts such as career concept and career management within lesson plans (Kozak ve Dalkıranoğlu, 2013).

Individual career management can be defined as individuals choosing any career opportunities that they may encounter in their lives (Greenhaus ve ark., 2000).

The concept of awareness is examined in the field of psychology in the literature, and it appears as a concept that is associated with the consciousness cases of individuals who are at a level to make their own decisions (Şahin ve Yeniçeri, 2015).

The concept of career awareness is vital for individuals to be aware of career opportunities, requirements and characteristics in the process after choosing their career paths, and to direct and manage their business lives correctly (Yaşar ve Sunay, 2019).

People cannot succeed in their future jobs and careers when they do not go into professional orientation at an early age in line with their talents and interests (Birol, 2013).

Professional awareness is defined as the result of various interactions between various factors such as professional knowledge and skills, professional perfectionism, professional satisfaction, and professional values (Algadheeb, 2013). At the professional awareness stage, the individual will only be able to reach the job satisfaction when he/she chooses, considering the factors such as his/her personal characteristics, interests, talents and values.

Career awareness is seen as a pioneer of these components. Colston et al. (2017) state that career awareness-related activities should be started and continued as of primary school in order for the perspective that sees activities that aim to provide career awareness to individuals is effective.

Literature Review

Career awareness is one of the indispensable elements of the early stages of career development. Career awareness includes information such as training needs, needs for skills, information on appropriate professions, business climate and regulations for the business environment, as well as expectations for a particular field and occupation. For this reason, information such as having information on different career opportunities, enriching information about career opportunities, and advancing career research skills are included in the development of programs to raise students' career awareness (Nasir ve Lin, 2013).

Since career development is a lifelong process, career adaptation also follows the processes of development, research, employment, running and leaving. Therefore, the importance of career adaptation appears during the transition from education to business life. In this period, planning, decision making, determination and choosing the right goals come to the fore. Career counseling includes person support for each of these steps (Savickas, 2005).

In order to make healthy career choices after completing university education, the person must have some basic qualifications. Various concepts have been used in the literature about the person's ability to make the right career choices. Morgan and Ness (2003) used the concept of career decision making competence, Super (1980) used the concept of career maturity, and Oesch and Bower (2009) used the concept of career awareness. Career awareness is expressed as self-knowledge, recognition of needs, job and career areas, and development of career research skills. There are many researches and scales developed on these concepts.

The expectations of young people who play a role in the change and progress of societies for the future and their hopes for these expectations play an important role both in terms of the satisfaction of individuals from their lives and in the development of society (Yavuzer vd., 2005: 94). Based on these explanations, the purpose of this research is to determine the career awareness of athletes-students studying in the faculty of sports sciences.

Method

Purpose of the research

The purpose of this research is to determine the career awareness of the athletes and students studying in the Faculty of Sport Sciences and examine them according to some demographic variables. This study is a descriptive research prepared in the quantitative research technique. The research group of the study consists of 179 athletes-students studying at the Faculty of Sports Sciences of Çukurova University in the fall semester of the 2019-2020 academic year.

Data Collection Tools

In this study, “Vocational Career Awareness Scale (CAS)"” which was developed by Yaşar & Sunay (2019) for university students studying in the field of sports was used as a data collection tool. The scale consists of 18 items and four sub-dimensions. Cronbach Alpha value of the data was determined as .921. In this study, Cronbach Alpha value was found to be .940. In the scale, the high score obtained from all sub-dimensions expresses high career awareness perception, and low score indicates low low career awareness perception.

Data Analysis

The research data have been analyzed through SPSS (Statistical Package for Social Sciences) for Windows 21.0 package program. Arithmetic mean, standard deviation values, significance test of the difference between two means (t-test) and one-way anova have been used during data analysis. When we look at the skewness and kurtosis values given in Table 1, it is determined that the scale is normal in all dimensions of the scale.

Table 1. Skewness and Kurtosis value of CAS and Sub Scale Size

Sub-dimensions	Skewness	Kurtosis
Professional Development Susceptibility (PDS)	-,806	,468
Professional Readiness, (PR)	-1,431	2,296
Professional Consciousness(PC)	-1,837	3,614
Professional Self-Confidence (PSC)	-,839	,733
CAS Total	-1,506	2,822

In this study, the Cronbach's Alpha internal consistency coefficients were found as **α**=0. .940 for the total scale, **α**=0.730 for PDS; **α**=0.882 for PR; **α**=0.874 for PC; **α**= 0.857 for PSC.See Table 2:

Table 2. Career Awareness Scale Internal Consistency Coefficients

Sub-dimensions	Item Number	Cronbach Alpha
Professional Development Susceptibility (PDS)	6	.843
Professional Readiness, (PR)	4	.869
Professional Consciousness(PC)	4	.891
Professional Self-Confidence (PSC)	4	.857
CAS Total	18	.940

Results

Table 2. Arithmetic Mean and Standard Deviation Values of athletes-students' Perception towards CAS and Subscale

Sub-dimensions	$\bar{x}$	SD
Professional Development Susceptibility (PDS)	3,7067	,86681
Professional Readiness (PR)	4,0154	,89637
Professional Consciousness(PC)	4,0698	,93241
Professional Self-Confidence (PSC)	3,7737	,91442
CAS Total	3,8709	,77668

As indicated in Table 2 Professional Consciousness (PC) (M = 4,0698, SD = ,93241)and Professional Readiness (PR) (M = 4,0154, SD = ,89637) sub-dimensions are rated as being the most important.

Table 3. Career Awareness Scale Perceptions of Athletes-Students' by Gender

Sub-dimensions	Gender	N	x̄	SD	t	p
Professional Development Susceptibility(PDS)	Female	71	3,7840	,67518	1,041	0,299
	Male	108	3,6559	,97217		
Professional Readiness (PR)	Female	71	4,1690	,65571	2,040	**0,043***
	Male	108	3,9144	1,01459		
Professional Consciousness(PC)	Female	71	4,2993	,58036	3,049	**0,003***
	Male	108	3,9190	1,08075		
Professional Self-Confidence (PSC)	Female	71	3,8979	,70910	1,589	0,114
	Male	108	3,6921	1,02230		
CAS Total	Female	71	4,0094	,46253	2,208	**0,029***
	Male	108	3,7798	,91785		

As stated in Table 3, the **CAS** perceptions of **Athletes-Students'** were found to be different in terms of gender (p<.05). Also, Professional Readiness (PR) and Professional Consciousness(PC) to **Sub-dimensions** perceptions of **Athletes-Students'** were found to be different in terms of gender (p<.05).

Table 4. Anova-Test Results of Athletes-Students' Career Awareness Scale Sub-Dimensions İn Terms of The Variables of Age

Sub-dimensions	Age	N	x̄	SD	F	p
Professional Development Susceptibility(PDS)	18-21	75	3,5311	,87966	6,493	**,002***
	22-24	60	3,6417	,94621		
	25 >	44	4,0947	,58003		
Professional Readiness (PR)	18-21	75	3,9967	,89054	2,028	,135
	22-24	60	3,8792	1,06712		
	25 >	44	4,2330	,56906		
Professional Consciousness(PC)	18-21	75	4,0233	1,03989	1,513	,223
	22-24	60	3,9750	,95967		
	25 >	44	4,2784	,64298		
Professional Self-Confidence (PSC)	18-21	75	3,7733	,92559	,0481	,953
	22-24	60	3,7500	,88538		
	25 >	44	3,8068	,95367		
CAS Total	18-21	75	3,7978	,82925	2,637	,074
	22-24	60	3,7926	,82363		
	25 >	44	4,1023	,55697		

When Table 4 is examined, Athletes-Students' Professional Readiness (PR) (F=2,028; p=,135>0.05); Professional Consciousness (PC) (F=1,513; p=,223>0.05); Professional Self-Confidence (PSC) (F=,0481; p=,953>0.05); and CAS Total (F=2,637; p=,,074>0.05) average

scores weren't found to be statistically significant in terms of the variable of age. But Athletes-Students' Professional Development Susceptibility (PDS) (F=6,493; p=,002<0.05) average scores was found to be statistically significant in terms of the variable of age.

Table 5. Anova-Test Results of Athletes-Students' Career Awareness Scale Sub-Dimensions İn Terms of The Variables of Departmant

Sub-dimensions	Departmant	N	$\bar{x}$	SD	F	p
Professional Development Susceptibility(PDS)	Sports Coaching Education	67	3,7413	,90560	,558	,573
	Physical Education and Sports Sciences Teaching	48	3,5938	,84279		
	Sports Management	64	3,7552	,84878		
Professional Readiness (PR)	Sports Coaching Education	67	4,1269	,89122	,861	,425
	Physical Education and Sports Sciences Teaching	48	3,9740	,93005		
	Sports Management	64	3,9297	,87794		
Professional Consciousness(PC)	Sports Coaching Education	67	4,1828	,93093	,825	,440
	Physical Education and Sports Sciences Teaching	48	4,0313	,89714		
	Sports Management	64	3,9805	,96188		
Professional Self-Confidence (PSC)	Sports Coaching Education	67	3,9440	,99222	2,990	**,050***
	Physical Education and Sports Sciences Teaching	48	3,8177	,74865		
	Sports Management	64	3,5625	,91396		
CAS Total	Sports Coaching Education	67	3,9701	,80689	,886	,414
	Physical Education and Sports Sciences Teaching	48	3,8252	,70469		
	Sports Management	64	3,8012	,79675		

When Table 4 is examined, Athletes-Students' Professional Readiness (PR) (F=,861; p=,425>0.05); Professional Consciousness (PC) (F=,825; p=,440>0.05); Professional Development Susceptibility (F=,558; p=,573>0.05); and CAS Total (F=,886; p=,414>0.05) average scores weren't found to be statistically significant in terms of the variable of **Departmant**. But Athletes-Students' Professional Self-Confidence (F=2,990; p=,050<0.05) average scores was found to be statistically significant in terms of the variable of **Departmant.**

Discussion

In modern society, especially in sports, individuals achieve a certain professional status with the sacrifices they make on behalf of their careers. The perfectionist and success-oriented nature of the sport also makes individuals with sports profession perfectionist and success-oriented. However, competition conditions in sports cause struggles to revolve around success or failure. This can lead to devastation for individuals who have focused their careers on

excellence and success. Therefore, being able to be aware of their careers will be an important feature for individuals who have a profession in sports, in an environment where success and failure change daily, and in an environment that can be declared a hero and a traitor one day.

According to the data obtained in the context of gender, a statistically significant difference was found in the sub-dimensions of Professional Readiness and Professional Consciousness. It was determined that the said difference was in favor of male students. This is related to the patriarchal structure that prevails throughout the Turkish society. Due to the perception that men are obliged to work more than women, social pressures cause men to think and be more interested in this issue, especially the family pressure on men entering their working life faster from a young age. The same situation stands out in the statistical difference found in the overall scoring of the scale.

In the data on age groups, a difference was found in favor of the sample group over the age of 25 in the sub-dimension regarding Professional Development Susceptibility. However, in all sub-dimensions and overall scoring, it was found that the group over 25 has higher career awareness than the lower age groups. As in the same gender variable, it is thought that social pressure pushes individuals to get higher scores in terms of career awareness. However, another variable can be mentioned here. As individuals mature and encounter different cultural, social and economic statuses, they become aware that they have to achieve their economic independence in order to have them. Therefore, career awareness may be higher in higher age groups.

Data according to department variable showed statistical difference only in Professional Self-Confidence sub-dimension. In the sub-dimension of Professional Self-Confidence, coaching students got higher scores than teaching students, while teaching students got higher scores than sports manager students. Most of the coaching students who participate more actively in sports are also athletes. In this case, the students studying in this section may increase their professional self-confidence due to both accessing theoretical knowledge and practicing. Structural problems of sport management in Turkey and reaching professional practice is more difficult for the management department can be counted among the reasons for sports management students having lower scores compared to other departments,

Conclusion

The purpose of this research is to determine the career awareness of the athletes and students studying in the Faculty of Sport Sciences and examine them according to some demographic variables. In light of the data collected for this purpose, the following conclusions have been reached:

- Athletes-students have a moderate level of professional career awareness.
- Male athletes-students have higher career awareness than female.
- Professional Development Tendency of students over the age of 25 is higher than the other age group.
- The students who study in sports management department have high professional self-confidence.

References

Agarwal, Shivani. et al. (2013). "Relationship Between Self-Concept and Academic Achievement in 17-19 Years Old Students". International Journal of Physiology, 1 (2): 125-129.

Birol, H. (2013). Pozitif Kariyer. Akit Kitap İstanbul 1. Baskı s. 31.34

Colston, N., Thomas, J., Ley, MT., Ivey, T. ve Utley, J. (2017). Collaborating for Early-Age Career Awareness: A Comparison of Three Instructional Formats. *Journal of Engineering Education*, 106(2): 326-344.

Greenhaus, J. H., Callanan, G. A., ve Godshalk, V. M. (2000). Career Management, Harcourt Collage Publishers, , s.23.

http://www.tdk.gov.tr/index.php?option=com_gts&arama=gts&kelime=kariyer&uid=28061&guid=TDK.GTS.5ba0ff9b0705b3.08364511 (Erişim Tarihi: 15.5.2020)

Kozak, M. A. ve Dalkıranoğlu, T. (2013). Mezun Öğrencilerin Kariyer Algılamaları: Anadolu Üniversitesi Örneği *Anadolu Üniversitesi Sosyal Bilimler Dergisi*.13 (1): 41-52

Morgan, T. ve Ness, D. (2003). Career decision-making difficulties of first-year students. The Canadian Journal of Career Development, 2(1), 33-39.

Nasir, R. ve Lin, L. S. (2013). The Relationship between self-concept and career awareness amongst students. Canadian Center of Science and Education, Vol. 9, No. 1.

Oesch, M. & Bower, C. (2009). Cirriculum Guide: Integrating Career Awareness into the ABE & ESOL Classroom. NCTN & SABES.

Sahın, N., & Yeniçeri Kökdemir, Z. (2015). Farkındalık üzerine üç araç: Psikolojik Farkındalık, Bütünleyici Kendilik Farkındalığı ve Toronto Bilgece Farkındalık Ölçeği. *Türk Psikoloji Dergisi*, *30*(76), 48,64.

Savickas, M. L. (2005). The Theory and Practice of Career Construction. Career Development and Counseling: Putting Theory and Research to Work. Edited by S. D. Brown and R. W. Lent. Hoboken. John Wiley & Sons: New Jersey.

Super, D. E. (1980). A life-span, life-space approach to career development. Journal of Vocational Behavior, 16, 282-298

Super, E. D. (1980). A Life-Span, Life-Space Approach to Career Development. *Journal of Vocational Behavior* 16: 282-298

Türkmenoğlu, İ. (2014). Kariyer Planlama El Kitabı. Hat Baskı. Grafik Ali Ergün. s.4

Yaşar, O.M.,Sunay, H. (2019). Spor Bilimleri Öğrencilerine Yönelik Kariyer Farkındalığı Ölçeğinin (KFÖ) Geliştirilmesi. Çomü Spor Bilimleri Dergisi, Cilt:2 Sayı:1 Yıl: 2019

Yavuzer, H. v.dğr. (2005). "Günümüz Gençliğinin Gelecek Beklentileri", Hasan Ali Yücel Eğitim Fakültesi Dergisi Sayı 2, 93-103.