Investigating the relationship between ethical values and career awareness of Iğdir University sports science students

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ABSTRACT

This study aims to analyze the relationship between ethical values and career awareness of the sports science students of Iğdır University. A descriptive method was used in the research. The research group of the study consisted of two hundred and thirty-two (232) (104 females and 128 male) students studying at Iğdır University School of Physical Education. The ethical status scale and the career awareness scale were applied to collect the study data. The ethical status scale and career awareness scale is a 5-point Likert type scale. SPSS 22.0 packaged program was employed in the analysis of the data. The skewness and kurtosis values were examined to find out whether the data had a normal distribution, and from the results, the data had a normal distribution. In the data analysis, the descriptive statistical analysis and one-way analysis of variance revealed that a difference existed between more than two groups, while the independent-sample T-test revealed that a difference existed between the two groups used. From the research findings, no statistically significant difference was observed between the variables as a result of comparing the dependent variables of sports science students according to gender and active sports variables. At the end of the one-way analysis of variance, a statistically significant difference was observed in the dimensions of professional development, professional readiness, professional awareness, and professional self-confidence.

Keywords: Physical education and sports, ethics, career.

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INTRODUCTION

Moral behavior emerged as people started to live together and felt obliged to consider others in social environments (Aydın, 2016). Schools also constitute the most significant social environments for university students. Ethics has become more specialized today and is divided into different areas of study, such as academic, professional ethics, science ethics, and work ethics.

Ethics is a philosophical discipline that addresses the principles represented by the ideal human character. Ethics as a philosophical discipline concentrates on the reasons why the behavior is assumed right or wrong (Aydın, 2016). Ethics investigates the human significance of objects and events to understand what the good life is like (Felicity, 2002).

Schlenker and Forsyth (1977) in their study defined ethical values as idealism and relativism. Idealism is a system of thinking based on the ability to achieve results through correct actions, while relativism is based on the rejection of universal rules and is based on skepticism (Özbek and Özer, 2012). This classification displays a unique perspective on how moral judgments are made (Barnett et al., 1996).

According to TDK (2020), career is defined as "the stage, success and expertise achieved in a profession with time and work." Traditionally, a career involves all the activities that an employee can achieve during his/her work life (Şimşek, 2010). Awareness or "Awareness state" (TDK, 2020): The concept of career awareness refers to individuals' awareness of career opportunities, requirements, and features in the process after choosing

a career path (Onur and Hakan, 2019).

It is of great importance for individuals to plan their careers from the beginning of their education in terms of getting a job more easily after their student life, to develop their skills directly related to their job, and to adapt to business life. Therefore, it is vital for the individuals to establish career offices, provide consultancy services, and engage in practices related to career management to provide career awareness to students in universities, and assist them in career management (Kozak and Dalkıranoğlu, 2013). When we look at the data of the Council of Higher Education (YÖK) for the 2019-2020 term; there are a total of 7,940,133 students, including associate degree: 3,002,964; undergraduate: 4,538,926; Master's: 297,001, and doctorate: 101,242. The number of universities in our country is 206 (YÖK, 2020). In our country, the number of students entering and graduating from universities and the number of universities is increasing on a daily basis. Parallel to this, the number of unemployed university students is also increasing. Finding a job and career sustainability are becoming more difficult daily. It is believed that individuals' high professional career awareness will somehow make significant contributions to them.

In this regard, it is important to know how true ethical principles (idealism and relativism) are in the career choice of students. In this research, we aim to examine the relationship between ethical values and career awareness of sports science students at the university.

METHODOLOGY

Research model

In the present study, a quantitative research method was used. According to the positive science understanding on which quantitative research is based, knowledge is obtained through experiment and observation (Sönmez and Alacapınar, 2013).

The universe and sample of the research

The population of the study comprised students studying at Iğdır University Physical Education and College, while the sample comprised 232 (104 female and 128 male) students who voluntarily agreed to participate in the study.

Data collection tools

Ethical status scale

The Turkish adaptation of the Ethical Status Scale (ERS)

developed by Forsyth (1980) was made by Yazıcı and Yazıcı (2010). Cronbach's Alpha value of the scale of ethics was 0.90.

Career awareness scale

The scale was developed by Yaşar and Sunay (2019). The Cronbach Alpha value of the career awareness scale was detected at the 0.92 level. The ethical status scale and career awareness scale is a 5-point Likert type scale.

Data analysis

SPSS (24.0) program was used to evaluate the research data. The skewness and kurtosis values were examined to determine whether the data were normally distributed. Hair et al. (2010) and Byrne (2010) stated that the data have a normal distribution when Skewness values are between -2 and +2, and Kurtosis values are between -7 and +7 in the measurement of normality distribution (Tazegül, 2018).

In the data analysis, differences between more than two groups were revealed by the descriptive statistical analysis and one-way analysis of variance, and the independent-sample T-test revealed the difference between the two groups used. In the evaluation of the data, the significance level was accepted as $p < 0.05$.

RESULTS AND DISCUSSION

As a result of the comparison of dependent variables according to the gender variable and active sportsmanship, no statistically significant difference was observed among all variables (Table 1 and 2). At the end of the one-way analysis of variance, a statistically significant difference was observed in the dimensions of professional development, professional readiness, professional awareness, and professional self-confidence (Table 3). Using the one-way analysis of variance, there was no statistical significant difference found in all dimensions (Table 4).

From the research findings, it was observed that the ethical values and career awareness of sports science students were high. It was assumed that the students have a higher level of idealism ethical value than relativity ethical value. When the literature was examined, the participants in the studies conducted by Gökçe (2013, 2014) and Nayir and Herzig (2012), which supports the findings of our study, have a higher level of relative ethical value than the idealistic ethical value.

Forsyth (1992) stated that idealistic thinkers want the well-being of others and make an effort in this direction and avoid harming others. Since the students in our study are candidates of administrators and teachers, they have

Table 1. Independent sample t-test according to gender variable.

Gender		N	Mean	Standard deviation	p
Idealism	Male	128	39.75	9.27	0.562
	Female	104	40.41	7.80	
Relativity	Male	128	37.07	9.34	0.419
	Female	104	38.01	8.23	
Professional development	Male	128	20.51	5.65	0.079
	Female	104	21.80	5.40	
Professional readiness	Male	128	15.23	3.96	0.332
	Female	104	15.72	3.56	
Professional awareness	Male	128	15.66	3.94	0.208
	Female	104	16.28	3.47	
Professional confidence	Male	128	15.06	3.57	0.239
	Female	104	15.61	3.51	

Table 2. Independent sample t-test according to active sportsmanship variable.

Active sportsmanship		N	Mean	Standard deviation	p
Idealism	Yes	112	39.56	8.94	0.410
	No	120	40.50	8.35	
Relativity	Yes	112	37.27	9.13	0.717
	No	120	37.70	8.63	
Professional development	Yes	112	21.03	5.79	0.876
	No	120	21.15	5.38	
Professional readiness	Yes	112	15.45	3.91	0.991
	No	120	15.45	3.68	
Professional awareness	Yes	112	15.82	3.94	0.632
	No	120	16.05	3.57	
Professional confidence	Yes	112	15.25	3.66	0.803
	No	120	15.36	3.46	

high idealistic values, enabling us to look to the future with more hope. From the research findings, the career awareness of sports science students was high. In a research on the students' career strategies conducted by Gökoğlan and Kaval (2020), it was concluded that the students were not aware of their qualities while determining their career goals. Looking at the sub-dimension scores by gender, females scored higher than males. The fact that women's career awareness is high supports the report prepared by the Peterson Institute

(2020) and the International Investors Association (YASED) in 2016. Companies with women in senior management are more profitable.

As a result of the one-way variance analysis made according to the reading section variable, no statistically significant difference was observed in all dimensions. As a result of the one-way analysis of variance based on the monthly income variable, there was no significant difference in idealism and relativity dimensions. In contrast, a statistically significant difference was

Table 3. One-way analysis of variance according to monthly income variable.

Variable		Sum of squares	Df	Mean square	F	Sig.
Idealism	Between groups	215.87	2	107.93	1.45	.236
	Within groups	17022.60	229	74.33		
Relativity	Between groups	253.91	2	126.95	1.62	.199
	Within groups	17890.08	229	78.12		
Professional development	Between groups	201.88	2	100.94	3.31	0.038
	Within groups	6970.03	229	30.43		
Professional readiness	Between groups	118.40	2	59.20	4.23	.016
	Within groups	3199.07	229	13.97		
Professional awareness	Between groups	96.22	2	48.11	3.49	.032
	Within groups	3152.04	229	13.76		
Professional confidence	Between groups	116.66	2	58.33	4.77	.009
	Within groups	2798.98	229	12.22		

Table 4. One-way analysis of variance according to the reading section variable.

Variable		Sum of squares	Df	Mean square	F	Sig.
Idealism	Between groups	117.03	2	58.51	.783	.458
	Within groups	17121.44	229	74.76		
Relativity	Between groups	62.73	2	31.36	.397	.673
	Within groups	18081.25	229	78.95		
Professional development	Between groups	63.33	2	31.66	1.020	.362
	Within groups	7108.57	229	31.04		
Professional readiness	Between groups	40.33	2	20.16	1.409	.246
	Within groups	3277.14	229	14.31		
Professional awareness	Between groups	69.45	2	34.72	2.502	.084
	Within groups	3178.82	229	13.88		
Professional confidence	Between groups	21.94	2	10.97	.868	.421
	Within groups	2893.71	229	12.63		

observed in the dimensions of professional development, professional readiness, professional awareness, and professional self-confidence.

Evaluating the results, it was concluded that economic factors are mainly influential in students' career planning in the study conducted by Soysal and Söylemez (2014), which supports the findings of our study. As a result, the idealism ethics of the participants were observed as high. Besides, it was observed that a high monthly income ratio was effective in the formation of career awareness. In this regard, it is essential to raise students' socio-economic status to increase their career awareness.

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