



HOW EFFECTIVE ARE PARENTS' PROFESSIONAL GOALS ON INDIVIDUALS?*

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A Çalışma Deseni (Study Design)

B Verilerin Toplanması (Data Collection)

C Veri Analizi (Statistical Analysis)

D Makalenin Hazırlanması (Manuscript Preparation)

E Maddi İmkânların Sağlanması (Funds Collection)

ABSTRACT

Original Article

Aim: The purpose of this study is to determine if the role of parents has an impact on the preferences of individuals who prefer sports science faculties.

Method: 465 (124 female, 341 male) student candidates who took the Hitit University Faculty of Sports Sciences Special Talent Exam in 2022 participated in the study. The student candidates who will participate in the study answered the questionnaire after completing the voluntary consent form. The Individual-Parent Career Inconsistency Scale and a questionnaire with demographic information were applied to the participants. The SPSS 22 program was used for statistical analysis of the data obtained from our study. The normal distribution of the obtained data was tested using the Kolmogorov-Smirnov test and it was found that they did not have a normal distribution. Descriptive analyzes were performed for the demographic characteristics of the participants. The chi-square test was used to test the significant relationship between the demographic variables, the Mann-Whitney U test was used for survey questions with two different variables, and the Kruskal-Wallis test was used for survey questions with more than two variables.

Findings: There was no significant difference in the statistical values of the responses given by the participants on the scale for the inconsistency of the parents' individual careers ($p > 0.05$) in terms of gender, whether there is an athlete in the family, playing active sports, being placed by an exam, and taking a special talent exam at another university ($p > 0.05$). However, there seems to be a significant difference in the situation of the participants who took a special talent exam at another university, in their preference for sports science, and in their plans for after graduation. ($p > 0.05$).

Conclusion: From the findings we have obtained from the study, it can be concluded that the role of parents is not crucial in the career preferences of individuals who prefer sports science faculties for their educational life. This is because the decline in employment of sport science graduates in recent years, the perception that sport science graduates can only become physical education teachers, and parents' lack of knowledge about other career options are considered to be effective.

Key Words: Sports Sciences, Professional Influence of Parents, Student

EBEVEYNLERİN MESLEKİ HEDEFLERİ BİREYLER ÜZERİNDE NE KADAR ETKİLİ?*

ÖZET

Orijinal Makale

Amaç: Bu çalışmanın amacı spor bilimleri fakültelerini tercih eden bireylerin bu tercihlerinde ebeveynlerinin rolünün bir etkisi olup olmadığını belirlemektir.

Yöntem: Çalışmaya 2022 yılında Hitit Üniversitesi Spor Bilimleri Fakültesi Özel Yetenek Sınavı'na giren 465 (124 kadın, 341 erkek) öğrenci adayı katılım sağlamıştır. Çalışmaya katılacak olan öğrenci adayları, bilgilendirilmiş gönüllü olur formu doldurduktan sonra anketi cevaplandırmışlardır. Katılımcılara Birey-Ebeveyn Kariyer Tutarsızlığı Ölçeği ve demografik bilgileri içeren anket formu uygulanmıştır. Çalışmamızdan elde edilen verilerin istatistiksel analizinde SPSS 22 paket programı kullanılmıştır. Elde edilen verilerin normallik dağılımları Kolmogorov Smirnov testi ile test edilmiş ve normal dağılım göstermediği tespit edilmiştir. Katılımcıların demografik özellikleri için betimsel analizler yapılmıştır. Demografik değişkenler arasındaki anlamlı ilişkiyi test etmek için Ki-kare testi, iki farklı değişkeni olan anket sorularında Mann Whitney-U testi, ikiden fazla değişkeni olan anket sorularında ise Kruskal Wallis testi uygulanmıştır.

Bulgular: Katılımcıların birey-ebeveyn kariyer tutarsızlığı ölçeğine verdikleri cevaplara ait istatistiksel puanlarının cinsiyet, ailede sporcu olup olmaması, aktif spor yapma durumları, sınavla yerleştirme ve başka bir üniversitede özel yetenek sınavına girme durumlarına verdikleri cevaplar değerlendirildiğinde istatistiksel olarak anlamlı bir farklılığa rastlanmamıştır ($p>0.05$). Buna rağmen katılımcıların başka bir üniversitede özel yetenek sınavına girme durumlarının spor bilimleri tercih etmelerinde ve mezuniyet sonrası planlarında anlamlı farklılık olduğu görülmektedir ($p>0.05$).

Sonuç: Çalışmadan elde ettiğimiz bulgulara göre spor bilimleri fakültelerini eğitim hayatı için tercih eden bireylerin mesleki tercihlerinde ebeveynlerinin rolünün belirleyici olmadığı sonucuna ulaşılmıştır. Buna sebep olarak ise son yıllarda spor bilimleri mezunlarının istihdamının azalması, spor bilimleri fakültesi mezunlarının sadece beden eğitimi öğretmeni olabileceği algısı, diğer iş imkanlarından ebeveynlerin bilgilerinin olmamasının etkili olabileceği düşünülmektedir.

Anahtar Kelimeler: Spor Bilimleri, Ebeveyn Mesleki Etkisi, Öğrenci

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1. INTRODUCTION

One of the most important issues in life and career planning is the choice of profession. First of all, if the process of career planning and choice is not done properly, the possible negative consequences that will occur later in life will affect the individual's career. It is obvious that career choice, which is so important and directly affects the individual's professional life, is an extremely difficult and complex phase for the individual. It is obvious that the personal characteristics of the individual, the expectations of the family, future difficulties, the complexity of the career choice process and the need for compatibility of the parents in the choice of this profession are important, compelling factors in the career decision-making process. If individuals choose an occupation that matches their desires and characteristics, this choice will have a positive impact on their performance at work and in their personal lives. Those who choose a profession that corresponds to their abilities can shape their lives according to their wishes and continue their lives successfully and happily after a certain age (Kepçeoğlu, 2004; Öztemel, 2012).

In today's world, parallel to globalization and rapid change, an ever-changing order is taking place. In this changing world order, the business and professional transformations of individuals who constitute societies also play a role. In the face of this change brought about by globalization, it has become important to develop oneself, acquire knowledge to outperform competitors, and remain constantly open to new things, especially in the business field where competition is the strongest. In

this regard, factors such as career choices, goal achievement, and future planning have become necessities in an individual's life (Dikili, 2012; Çetin and Karalar, 2016).

It can be seen that the career goal, which is of great importance in the career process, is defined as the point at which the individual wants to see himself or herself in professional life or as a harbinger of career decisions and actions for future career and life success (Schoon and Polek, 2011). After individuals set their career goals, they continually evaluate the goal and their behavior toward it by monitoring progress toward the goal. By comparing this progress to internal and external norms, they focus on the goal by analyzing the inconsistencies between where they are and where they want to be (Bandura, 2001; Locke and Latham, 2002). One of the areas that individuals apply to career choice and planning, especially after college exams, are the career field preferences that result from the exams administered by physical education and sport science departments and colleges. In this area, factors such as one's abilities, past experiences, desire to prove oneself, environmental factors, friends' environment, and the influence of others influence the career choice process. In addition, parents, who play an important role in every aspect of a person's life, also play an important role in their children's career choice.

The career planning of parents for their children, expectations from their children, their abilities, socio-economic conditions, and other factors play an important role in shaping career goals (Wong and Liu, 2010; Briscoe et al., 2011). Particularly, young individuals believe that their parents have a say in their career choices and should be involved in the decision-making process (Tynkkynen, Nurmi, and Salmela-Aro, 2010). Similarly, Agliata and Renk (2007) found in their study that while university-aged individuals are in search of their identity, they acknowledge their parents' right to establish rules and have expectations for them. Liu et al. (2020) concluded that some parents perceive it as both their right and responsibility to shape their children's career choices and goals based on their own expectations. Consequently, parents are likely to interfere with their children's career goals when the individual's career interests do not align with the parents' expectations."

In the context of career goals, perceived differences in career goals between the individual and his or her parents are referred to in the literature as a mismatch between individual and parental career goals. Sawitri et al. (2019) defined career goal inconsistency between the individual and parents as the inevitable situation that arises when individual inconsistencies are perceived between the individuals' career goals and the career goals their parents want for them.

Parents' goals are thought to be as important to an individual's career as his or her own goals and may influence the decisions individuals make regarding their careers. Therefore, the purpose of this study is to examine the impact of the career goals of the parents of students who wish to continue their education at the Faculty of Sport Sciences and take the special talent test to do so.

2. MATERIAL and METHOD

2.1. Method

In our study, the "Individual-Parent Occupational Inconsistency Scale" and a questionnaire containing demographic information were applied face-to-face to the participants.

2.2. The Universe and Sample

The universe of our research consists of students who applied to the special talent exams of the faculty of sports sciences at Hitit University in the 2022-2023 academic year. Accordingly, 465 volunteers (124 female, 341 male) from the students who applied to the departments of the faculty of sports sciences participated (n=465).

2.3. Data Collection Tools

A questionnaire form was used as a data collection tool. In the first part of the questionnaire prepared by the researchers, demographic information, and in the second part, the validity and reliability study of the scale named "Individual-Parent Career Goal Inconsistency" developed by Sawitri et al. (2021) was conducted by Gökbaraz and Bozyiğit (2021). The scale is a 6-point Likert-type scale consisting of 15 items, including 3 sub-dimensions (Talent, Choice, Enthusiasm).

2.4. Data Collection

Survey data were collected face-to-face from the participants. The "Simple Random Sampling" method, one of the sample selection methods, was used. Persons between the ages of 18-23 and who filled out the voluntary consent form participated in the data collection process.

2.5. Data Analysis

SPSS 22 program was used in the statistical analysis of the data obtained from our study. The normality distributions of the obtained data were tested with the Kolmogorov Smirnov test. Chi-square test was used to test the significant relationship between demographic variables, Mann Whitney-U test was used for survey questions with two different variables, and Kruskal Wallis test was used for survey questions with more than two variables.

3. RESULTS

Table 1: Descriptive Table of the Demographic Information of the Participants

		n	%
Age	18	177	38.1
	19	134	28.8
	20	81	17.4
	21	32	6.9
	+21	41	8.8
Gender	Woman	124	26.7
	Male	341	73.3
Any Athletes in the Family?	Yes	112	24.1
	No	353	45.9
Active Sports Situations	Yes	408	87.7
	No	57	12.3
Choosing with Central Placement	Yes	184	39.6
	No	281	60.4
Situation of Taking Aptitude Exam at Another University	Yes	358	77.0
	No	107	23.0

Who Was Influential In Your Sports Science Choice	My own choice	213	45.8
	My teachers	124	26.7
	My family	82	17.6
	My friends	46	9.9
Post Graduation Plan	Being a coach	256	55.1
	Being a teacher	114	24.5
	To be a cop	63	13.5
	Being a public official	32	6.9

Table 2. The Results of Chi-Square Analysis on Gender and Demographic Characteristics

Variables	Women		Men		X ²	sd	p
	n	%	n	%			
Being an Athlete in the Family According to the Situation							
Yes	35	28.2	77	2.6	1.58	1	0.221
No	89	71.8	264	77.4			
Active Sports Status							
Yes	110	88.7	298	87.4	0.14	1	0.752
No	14	15.2	43	41.8			
Choosing With Central Placement							
Yes	45	36.3	139	40.8	0.76	1	0.393
No	79	63.7	202	59.2			
Situation of Taking Aptitude Exam at Another University							
Yes	106	85.5	252	73.9	6.88	1	0.009
No	18	14.5	89	26.1			
Who Was Influential in Preferring Sports Sciences?							
My own choice	45	36.3	168	49.3	22.44	3	0.000
My teachers	53	42.7	71	20.8			
My family	16	12.9	66	19.4			
My friends	10	8.1	36	10.6			
Post Graduation Plan							
Being a coach	56	4.6	197	57.8	15.77	3	0.001
Being a teacher	41	33.1	73	21.4			
To be a cop	22	17.7	41	12.0			
Being a public official	2	1.6	30	8.8			

There is a significant relationship between the gender of the participants and the status of being an athlete in the family, their active sports status, their choice with central placement, their status of taking an aptitude test at another university, their answers to the question of who is effective in choosing sports sciences, and their answers to the question of their post-graduation plans. A chi-square test of independence was performed to examine whether between the gender of the participants and the status of being an athlete in the family ($\chi^2(1)=1.58$, $p> .05$), active sports situations ($\chi^2(1)= .14$, $p> .05$), it has been determined that there is no significant relationship between central placement and making choices ($\chi^2(1)= .76$, $p> .05$). Situations of taking an aptitude test at another university ($\chi^2(1)= 6.88$, $p< .05$), their answers to the question of what is effective in choosing sports sciences ($\chi^2(1)= 22,44$, $p< .05$). It was determined that there was a significant relationship in the answers given to the questions of graduation and post-graduation plans ($\chi^2(1) = 15.77$, $p< .05$).

Table 3. Mann-Whitney U Test Results on Individual-Parent Career Inconsistency Scale and Gender, Athlete at Home, and Active Sports

	Gender	n	Mean Ranks	U	p
Talent	Women	124	235,76	20800.0	0.78
	Male	341	232,00		
Vote	Women	124	222.04	19782.5	0.27
	Male	341	236.99		
Enthusiasm	Women	124	234.67	20935.0	0.86
	Male	341	232.39		
Scale Total	Women	124	229.86	20753.0	0.75
	Male	341	234.14		
Do You Have Athletes At Home?					
Talent	Yes	112	245.10	18412.5	0.26
	No	353	229.16		
Vote	Yes	112	237.23	19291.0	0.69
	No	353	231.65		
Enthusiasm	Yes	112	248.55	18026.0	0.14
	No	353	228.07		
Scale Total	Yes	112	245.41	18378.0	0.25
	No	353	229.06		
Do You Do Active Sports?					
Talent	Yes	408	232.56	11447.0	0.84
	No	57	236.18		
Vote	Yes	408	232.95	11608.5	0.93
	No	57	233.34		
Enthusiasm	Yes	408	231.07	10840.5	0.38
	No	57	246.82		
Scale Total	Yes	408	232.45	11404.5	0.81
	No	57	236.92		

It was determined that there was no significant difference according to the results of the Mann-Whitney U test, which was conducted to test whether the difference between the individual-parent career inconsistency scale total and sub-dimensions of the participants was statistically significant according to gender, being an athlete at home and doing active sports ($p > 0.05$).

Table 4. Mann-Whitney U Test Results on Individual-Parent Career Inconsistency Scale and Special Talent Examination at Another University

		Have You Preferred With Central Placement?	n	Mean Ranks	U	p
Talent		Yes	184	239.58	24640.5	0.37
		No	281	228.69		
Vote		Yes	184	244.05	23818.0	0.13
		No	281	225.76		
Enthusiasm		Yes	184	229.45	25199.0	0.63
		No	281	235.32		
Scale Total		Yes	184	236.90	25133.5	0.60
		No	281	230.44		
		Special Talent at Another University Have you taken the exam? Are you going in?				
Talent		Yes	358	230.85	18384.5	0.51
		No	107	240.19		
Vote		Yes	358	230.22	18157.5	0.39
		No	107	242.30		
Enthusiasm		Yes	358	232.60	19009.5	0.92
		No	107	234.34		
Scale Total		Yes	358	231.10	18472.0	0.57
		No	107	239.36		

The scores and variables obtained according to the results of the Mann-Whitney U test, which was conducted to test whether the difference between the individual-parent career inconsistency scale total and sub-dimension scores of the participants was statistically significant, according to their preference with central placement and taking a special talent exam at another university. It was found that there was no significant difference between them ($p > 0.05$).

Table 5. Kruskal-Wallis Test Results Regarding the Differences of the Individual-Parent Career Inconsistency Scale Total and Sub-Dimensions According to Age Variables

		Age	n	Mean Ranks	X²	sd	p
Talent		18	177	231.58	8.578	4	0.07
		19	134	232.27			
		20	81	204.31			
		21	32	276.69			
		+21	39	253.79			
Vote		18	177	234.82	6.039	4	0.19
		19	134	231.74			
		20	81	212.06			
		21	32	276.95			
		+21	39	224.65			
Enthusiasm		18	177	239.87	6.335	4	0.17
		19	134	221.31			
		20	81	211.13			
		21	32	259.98			
		+21	39	253.41			
Scale Total		18	177	234.70	7.066	4	0.13
		19	134	229.51			
		20	81	206.13			
		21	32	275.00			
		+21	39	246.74			

According to the results of the Kruskal-Wallis test, which was conducted to test whether the difference between the individual-parent career inconsistency scale total and sub-dimensions of the participants in the study is statistically significant or not, the difference in the perceptions of the total and sub-dimensions of career inconsistency according to the age variable was statistically % It was determined that it was not significant at the 95 confidence level ($p > 0.05$).

Table 6. Kruskal-Wallis Test Results Regarding the Differences of the Individual-Parent Career Inconsistency Scale Total and Sub-Dimensions According to the Responses of the Participants to the Question of Who Was Influential in Your Choice of Sport Sciences

		Who Was Influential In Your Sports Science Choice	n	Mean Ranks	X²	sd	p
Talent		My own choice	213	229.02	2.418	3	0.49
		My teachers	124	235.78			
		My family	82	224.59			
		My friends	46	258.96			
Vote		My own choice	213	223.47	3.373	3	0.33
		My teachers	124	247.31			
		My family	82	227.95			
		My friends	46	247.55			
Enthusiasm		My own choice	213	228.37	0.556	3	0.90
		My teachers	124	238.27			
		My family	82	234.33			
		My friends	46	237.87			
Scale Total		My own choice	213	226.85	2.076	3	0.55
		My teachers	124	242.02			
		My family	82	225.54			
		My friends	46	250.46			

According to the results of the Kruskal-Wallis test, which was conducted to test whether the difference was statistically significant according to the answers given to the question of who is influential in the choice of sports sciences by the scores of the individual-parent career inconsistency scale total and sub-dimensions, the perceptions of the participants' career inconsistency total and sub-dimensions were determined by the t variable. It was determined that the difference was not statistically significant at the 95% confidence level ($p > 0.05$).

Table 7. Kruskal-Wallis Test Results Regarding the Differences of the Individual-Parent Career Inconsistency Scale Total and Sub-Dimensions According to the Responses of the Participants to the Post-Graduation Plans Question

		Post Graduation Plan	n	Mean Ranks	X²	sd	p
Talent		Being a coach	256	233.16	1.701	3	0.63
		Being a teacher	114	222.08			
		To be a cop	63	246.23			
		Being a public official	32	244.48			
Vote		Being a coach	256	227.06	1.378	3	0.71
		Being a teacher	114	242.51			
		To be a cop	63	234.53			
		Being a public official	32	243.64			

Enthusiasm	Being a coach	256	232.96	0.231	3	0.97
	Being a teacher	114	232.05			
	To be a cop	63	229.87			
	Being a public official	32	242.88			
Scale Total	Being a coach	256	231.02	0.623	3	0.89
	Being a teacher	114	229.58			
	To be a cop	63	241.41			
	Being a public official	32	244.50			

4. DISCUSSION AND CONCLUSION

In this study, the role of the parents of the candidates who participated in the aptitude test of the Faculty of Sport Sciences in the choice of this faculty was investigated.

As a result of the chi-square analysis, it was found that there was a significant difference in the questions of taking an aptitude test at another university ($p=.009$), choosing sports science ($p=.000$), and having post-graduation plans ($p=.001$) depending on the gender variable. The gender variable may have caused a difference in the outcomes of participants in a university programme in a city other than the city in which they live. When asked who is influential in their choice of sports science, it is reasonable to assume that the female participants checked the "my choice" option, that their teachers, family, and friends are more influential in their preferences, and therefore a significant difference is found. When participants were asked about their plans after graduation, a significant difference was found in relation to the gender variable.

Nowadays, the profession serves not only to earn money, but also for individuals to use their professional skills. From the responses to the demographic questions in our study, it appears that individuals who actively participate in sports prefer sports science as a career choice. This could be due to the fact that students believe they can use their talents, interests, and desires while being successful, productive, and happy. Another finding is that students indicated that they would take specific talent exams at more than one university. This finding suggests that students want to increase their chances of continuing their studies at athletic science departments by taking more than one special talent exam.

When the obtained data were analyzed, it was determined that the individual-parent career inconsistency scale total and sub-dimensions did not make a significant difference according to the gender, being an athlete at home and doing active sports ($p>0.05$). It was determined that the average scores of male participants in the selection sub-dimension, the average scores of the participants who stated that they were athletes at home, in all sub-dimensions, and the average scores of those who stated that they did not do active sports in all sub-dimensions were higher 24% of the students who prefer sports sciences stated that they are athletes at home. When the sub-dimension and total score of the answers given by the participants to the question of who is influential in their sports science preferences were examined, it was determined that there was no significant difference ($p>0.05$).

Many children grow up idealizing their families' professions, and if the professions of the members of the family are respected by the society, this will play a role in the child's admiration for the profession of the individual in the family and

preferring to receive education in this field (Akosah-Twumasi et al., 2018; Wong and Liu 2010; Briscoe, Hall and Mayrhofer, 2011).

When the answers given by the participants about their post-graduation plans were analyzed, it was determined that the individual-parent career scale total and sub-dimensions did not make a significant difference ($p>0.05$). Today, the rapid development in every field has led to the emergence of different professions. The changing social status and the decrease in economic opportunities caused some professions to lose their popularity (Karakuş et al., 2005). Individuals mostly find employment opportunities as trainers, sports managers, recreation specialists and physical education and sports teachers after their education at the faculty of sports sciences. The specified occupations have a middle class income economically today. Due to the fact that parents expect too much from their children (high income and high social status occupations), it causes anxiety and fear of failure on children (Muola, 2010). Parents do not direct their children to occupations with middle and lower incomes because they think about the welfare level of their children in their future lives. Considering the findings of our study, it is thought that the reason for the low parental role in individuals' preference for sports sciences is due to this situation. People want to be satisfied with their career choices. The individual has the freedom to choose and his interest in this choice, which he thinks will provide satisfaction, increases (Sarıkaya, 2009).

It is believed that parents should not impose their own goals on their children and should not see their children's success as a reflection of themselves. Therefore, parents should show genuine interest in their children's career plans and support them, while allowing their children to discover for themselves who they are. Some young people are afraid of their parents' disapproval if they pursue a talented career in the arts/music/sports rather than a well-paying practical profession such as law or medicine. If parents make it clear that they have no particular expectations for their child's career, they will feel free to explore a more diverse career that suits their skills and interests and choose a career of their own choosing rather than that of their parents. It is predicted that if the career choice is in line with the child's own interests and abilities and the parents' career goals, his or her job performance will be more productive and his or her job satisfaction will be higher.

5. CONFLICT OF INTEREST AND ETHICS COMMITTEE APPROVAL

Conflict of Interest: *The author declared that writing this review does not include any conflicts of interest.*

Financial support: *It has been reported by the author that there is no financial support.*

Ethics Committee Approval: *There is no ethics committee report and all ethical responsibility is shared by the authors.*

Informed Consent: *Informed consent was obtained from the participants.*

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GENİŞLETİLMİŞ ÖZET

Giriş

Bu çalışmanın amacı, spor bilimleri fakültelerini tercih eden bireylerin bu tercihlerinde ebeveynlerinin rolünün bir etkisi olup olmadığını belirlemektir. Çalışmamızda katılımcılara “Birey-Ebeveyn Kariyer Tutarsızlığı Ölçeği” ve demografik bilgileri içeren anket yüz yüze uygulanmıştır. Araştırmaya 2022-2023 eğitim-öğretim yılında Hitit Üniversitesi Spor Bilimleri Fakültesi özel yetenek sınavlarına başvuran öğrenciler arasından 124 kız ve 341 erkek olmak üzere toplam 465 gönüllü öğrenci katılmıştır.

Materyal ve Metod

Araştırmada anket yöntemi kullanılmıştır. Örneklem grubunu 2022-2023 eğitim-öğretim yılında Hitit Üniversitesi Spor Bilimleri Fakültesi özel yetenek sınavına katılan öğrenciler oluşturmaktadır. Veri toplama aracı olarak anket formu kullanılmıştır. Araştırmacılar tarafından hazırlanan anketin ilk bölümünde demografik bilgiler yer alırken, ikinci bölümde Sawitri ve arkadaşları tarafından geliştirilen "Birey-Ebeveyn Kariyer Tutarsızlığı" ölçeğinin geçerli ve güvenilir bir versiyonu kullanılmıştır. (2020) ve Gökbaraz ve Bozyiğit (2021) tarafından doğrulanmıştır. Ölçek, üç alt boyutta (Yetenek, Seçim, Coşku) düzenlenmiş 15 maddeden oluşan 6'lı Likert tipi bir ölçektir. İstatistiksel analizde öncelikle verilerin normallik dağılımı Kolmogorov-Smirnov testi kullanılarak test edilmiştir. Demografik değişkenler arasındaki anlamlı ilişkileri incelemek için ki-kare testi, iki farklı değişken içeren anket soruları için Mann-Whitney U testi ve ikiden fazla değişken içeren anket soruları için Kruskal-Wallis testi kullanıldı.

Bulgular, Tartışma ve Sonuç

Elde edilen veriler, katılımcıların cinsiyet, evde spor yapma ve aktif spor yapma durumlarına göre birey-ebeveyn kariyer tutarsızlığı ölçeğinin toplam ve alt boyutlarında anlamlı bir fark olmadığını göstermektedir ($p>0,05$). Benzer şekilde katılımcıların spor bilimlerini tercih etmelerinde etkili olan faktöre ilişkin verdikleri yanıtların alt boyut ve toplam puanlarındaki farklılaşma incelendiğinde de anlamlı bir fark bulunmamıştır ($p>0,05$). Ebeveynler, çocuklarının gelecekteki refahını düşündükleri için çocuklarını orta veya düşük gelirli mesleklere yönlendirmeme eğilimindedir. Çalışmamızın bulgularına dayanarak, bireylerin spor bilimi tercihlerinde ebeveynlerin rolünün sınırlı olmasının bu nedenden kaynaklandığı düşünülmektedir. Bireyler kariyer seçimlerinden doyum ararlar. Ebeveynlerin çocuklarına kendi hedeflerini empoze etmemeleri ve çocuklarının başarılarını kendilerinin bir yansıması olarak görmemeleri gerektiğine inanılır. Bu nedenle, ebeveynler çocuklarının kariyer planlarına gerçek ilgi ve destek göstermeli ve onların kim olduklarını kendi başlarına keşfetmelerine izin vermelidir. Bazı gençler, hukuk, tıp gibi gelir potansiyeli yüksek uygulamalı meslekler yerine sanat/müzik/spor gibi yetenek temelli alanlarda kariyer yapmaktan ebeveynlerinin onaylamaması nedeniyle çekingenlik duyabilirler. Ebeveynler, çocuklarının kariyerleri için özel bir beklentileri olmadığını açıkça belirtirlerse, bireyler kendi yetenek ve ilgi alanlarına uygun daha geniş bir meslek yelpazesini keşfetme konusunda kendilerini daha özgür hissedebilirler. Bireyin kariyer seçimi, kendi ilgi ve yetenekleri ile örtüştüğünde ve ebeveynlerinin kariyer hedefleri ile tutarsızlık göstermediğinde, mesleki performansının daha verimli olacağı ve mesleki doyumunun daha yüksek olacağı öngörülmektedir.

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