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An Examination of the Relationship Between Knowledge Management and Career Planning Among Students in the Field of Sports Sciences

Zafer GAYRETLİ [1A]

[1]*Karadeniz Technical University, Department of Physical Education, Trabzon, TÜRKİYE*
Address Correspondence to: Zafer GAYRETLİ e-mail: zaferrgayretli@gmail.com

Ethical Statement: It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

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A: Orcid ID: 0000-0003-1512-5706

Abstract

The aim of this study is to examine the relationship between the knowledge management of students in the field of sports sciences and their career planning. In the research, a correlational survey model—one of the general survey models of quantitative research approaches—was used. The research group consisted of 278 students studying at the Faculty of Sports Sciences at Tekirdağ Namık Kemal University. The "Personal Information Form," the "Attitude Scale Towards Knowledge Management" developed by Demir (21), and the "Career Planning Scale of Students Studied in Sports Sciences (CPS)" developed by Yavuz Eroğlu and Eroğlu (70) were used as data collection tools in the study. Before analyzing the data collected, a normality test was conducted, and it was determined that the data were normally distributed. Since the data showed a normal distribution, the parametric Independent Samples T-Test was used, and for comparisons among three or more groups, a one-way ANOVA test was used. In order to examine the relationship between the scales, the Pearson Correlation test was employed. As a result of the findings obtained from the research, it was determined that students' levels of knowledge management and career planning were above average. Significant differences were found in knowledge management and career planning in terms of gender and department variables (Table 3 and Table 5, $p<0.05$). While no significant difference was detected for knowledge management in terms of the age and grade level variable, a significant difference was observed for career planning (Table 4 and Table 6, $p<0.05$). No significant differences were detected in knowledge management or career planning in terms of the variables of satisfaction with the studied department and the reason for choosing the department. Moreover, a moderate, positive, and significant relationship was determined between knowledge management and career planning. As a result, knowledge management is of great importance for students in the field of sports science in their career planning. These students must adapt more quickly to the constantly evolving and changing field of sports science and gain expertise in this area.

Keywords: Sports Sciences, student, knowledge management, career planning

Spor Bilimleri Alanındaki Öğrencilerin Bilgi Yönetimleri ile Kariyer Planlamaları Arasındaki İlişkinin İncelenmesi

Özet

Bu araştırmanın amacı spor bilimleri alanındaki öğrencilerin bilgi yönetimleri ile kariyer planlamaları arasındaki ilişkinin incelenmesidir. Araştırmada nicel araştırma yaklaşımlarının genel tarama modellerinden birisi olan ilişkisel tarama modeli kullanılmıştır. Araştırma grubunu Tekirdağ Namık Kemal Üniversitesi Spor Bilimleri Fakültesinde öğrenim gören 278 öğrenci oluşturmuştur. Araştırmada veri toplama aracı olarak "Kişisel Bilgi Formu", Demir'in (21) geliştirmiş olduğu "Bilgi Yönetimi Tutum Ölçeği" ve Yavuz Eroğlu ve Eroğlu'nun (70) geliştirmiş olduğu "Spor Bilimlerinde Öğrenim Gören Öğrencilerin Kariyer Planlama Ölçeği" kullanılmıştır. Araştırmada toplanan verilerin analizinden önce normallik testi yapılmış ve verilerin normal dağılıma uyduğu belirlenmiştir. Verilerin normal dağılım göstermesi nedeniyle, parametrik testlerden Independent T-testi, üç ya da daha fazla grubun karşılaştırılması için tek yönlü ANOVA testi ve ölçekler arasındaki ilişkiyi incelemek için Pearson Korelasyon testi kullanılmıştır. Araştırmadan elde edilen bulgular sonucunda; bilgi yönetimleri ile kariyer planlamaları düzeylerinin ortalamanın üzerinde olduğu belirlenmiştir. Cinsiyet ve bölüm değişkenleri açısından bilgi yönetimlerinde ve kariyer planlamalarında anlamlı farklılıklar bulunmuştur (Tablo 3 ve Tablo 5, $p<0.05$). Yaş ve sınıf değişkenleri bağlamında bilgi yönetimlerinde anlamlı bir fark bulunmazken, kariyer planlamalarıyla ilgili anlamlı bir farklılık gözlemlenmiştir (Tablo 4 ve Tablo 6, $p<0.05$). Okuduğu bölümden memnuniyet ve bölümü tercih etme sebebi değişkenleri açısından ise bilgi yönetimlerinde ve kariyer planlamalarında anlamlı farklılık tespit edilmemiştir. Ayrıca bilgi yönetimleri ile kariyer planlamaları arasında orta düzeyde, pozitif ve anlamlı bir ilişki saptanmıştır. Sonuç olarak, spor bilimleri alanındaki öğrenciler için bilgi yönetimi, kariyer planlamalarında büyük önem taşımaktadır. Bu öğrenciler, sürekli gelişen ve değişen spor bilimleri alanına daha hızlı uyum sağlamalı ve bu alanda uzmanlık kazanmalıdırlar.

Anahtar Kelimeler: Spor bilimleri, öğrenci, bilgi yönetimi, kariyer planlaması

INTRODUCTION

With the advancement of technology today, it is noticeable that there have been changes in individuals' processes of accessing knowledge and managing the knowledge they obtain. It can be assumed that this situation will have some impacts on every stage of individuals' lives. In this context, it is crucial for individuals to be able to manage the knowledge and use it correctly—especially in planning their careers, which is one of the most important aspects of their lives.

It is seen that societies that can use knowledge effectively can exhibit a strong structure by gaining a competitive advantage in the sectors they operate, and that being able to have a say in the change process with the developing world is directly related to their ability to use knowledge (35). As science and technology have advanced, this development has also made its way into the field of education. In particular, it has become a necessity in the 21st century for university-level individuals—who can be described as groups that will shape the future of society—to be able to compete globally in terms of accessing knowledge, how to store it, and how to use and manage it (11, 51).

Although the concept of knowledge management is often used alongside information systems and related concepts, it is a fact that it has been of importance for all organizations. Especially in this regard, the fact that organizations and all the stakeholders within these organizations are more internationalized and interactive in their processes of acquiring knowledge makes knowledge management necessary for both employees and managers (66). In this context, as in many branches of science, knowledge management also holds an important place in sports science. A good sports scientist must also be able to manage the knowledge obtained in an appropriate way. Naturally, some conditions must be met to achieve this. Among these conditions are "knowing sports and its management, understanding people, athletes, and society, willingly and voluntarily providing services in line with the objectives of sports management, transferring knowledge as quickly as possible between the responsible unit and its personnel, having the skill to prevent information pollution, and managing the accumulated knowledge within the institution in a reasonable and logical manner" (15).

In the information age, the effective and correct use of knowledge affects society, the individuals within it, and the lifestyle of the entire society (52). Therefore, effective knowledge management will make the complex process of how the resources within an organization will be used, and by whom, when, and how, much easier. This is because effective knowledge management, with reasonable strategies that can be put forward, plays an active role in leading organizations to success with long-term goals, rather than merely

turning institutional operations into a routine (14). In this case, it positively affects all stakeholders in the institution in their work, especially in their career planning, and contributes to organizational advancement and development.

Career is a job-related term that covers the entire process from the declines to the rises of individuals in their work life and constitutes a significant part of an individual's life (13). In another sense, career is the sum of the behaviors that individuals exhibit in relation to the experience and expertise gained in their working lives (12).

Career planning is defined as the process in which individuals set goals that match their talents, interests, and values and make plans and programs to achieve these goals (65). When planning a career, individuals try to discover themselves and set their targets by taking into account the developments around them. First, people evaluate what they can and cannot do by discovering themselves, identify the areas in which they are interested, their skills and abilities, and the different jobs and alternatives they can do within their environment, thus drawing a roadmap for themselves (47). In doing so, taking into account the structure of the society in which one lives, the impact of the environment, the positive and negative aspects of the sector in line with one's career goals, as well as the opportunities and threats, will be elements that make it easier for the individual to achieve success.

Career planning exists in many different sectors and is regarded as a critical phase in shaping the future of individuals in the field of sports sciences. In recent years, the prioritization of public health and developments in sports have led to increased interest in this concept (18). Bingöl (16) defines career planning in sports as the process in which athletes develop their talents, knowledge, motivation, and skills to advance in their own fields. The same holds true for individuals who are pursuing education in the field of sports sciences. Especially in the early 2000s, many students waited until completing their university education to plan their careers; however, nowadays, due to the unemployment and employment challenges—which stand out as one of the biggest problems in our country—and the limited opportunities to work in the field, those who want to work in their area of study have realized that this process should begin at much earlier ages, making it obligatory for them to pay close attention to career planning. When we look at the literature, there are studies examining knowledge management (1, 6, 8, 23, 26, 36, 38, 39, 46, 49, 53, 55, 68, 71, 74) and career planning (2, 3, 10, 19, 27, 28, 29, 32, 37, 50, 61, 67, 72, 73, 75) either separately or in connection with various features. However, as a result of research, studies that examine the relationship between the knowledge management of students in sports sciences and their career planning have been scarcely encountered. Based on this information, the purpose of this research is to examine the relationship between the knowledge management of students in the field of sports sciences and their career planning.

METHOD

Research Model

In this research, a relational survey model, one of the general survey models based on quantitative research approaches, was employed. Relational survey is a quantitative research method chosen to investigate whether changes in variables occur together, and if so, to what extent and in what direction these changes happen (30).

Participants

The research group consists of students studying at the Faculty of Sports Sciences at Tekirdağ Namık Kemal University. The adequacy of the research group was determined based on Cohen's (17) power analysis formula. A medium effect size (f2=0.15), a power of 0.95, and a 5% margin of error (α=0.05) were used for the calculation, and the recommended minimum sample size for the total research group was found to be 146 participants. Considering dropout rates and aiming for stronger data, the sample size was set at 278. The research group was selected via the convenience sampling method, one of the non-probability sampling techniques. In convenience sampling, researchers prefer convenient, easily accessible, and voluntary participants for the study (34). A total of 278 students—115 women (41.4%) and 163 men (58.6%)—voluntarily participated in the research. The data for the research were collected from the individuals who voluntarily

agreed to participate via Google Forms. Demographic information about the research group is shown in Table 1.

Table 1. Demographic Information of The Participants Forming the Research Group

Variables		N	%
Gender	Female	115	41.4
	Male	163	58.6
Age	17-19 years old	92	33.1
	20-22 years old	139	50.0
	23 years old and over	47	16.9
Department	Physical Education and Sports Teaching	131	47.1
	Sports Management	147	52.9
Grade	1st year	86	30.9
	2nd year	75	27.0
	3rd year	59	21.2
	4th year	58	20.9
Satisfaction with the Department	Yes	250	89.9
	No	28	10.1
Reason for Choosing the Department	The score meeting the requirements for this department	19	6.8
	My own preference	172	61.9
	The desire to build a career	57	20.5
	High probability of finding a job	30	10.8
Total		278	100.0

Data Collection Tools

In the research, the "Personal Information Form" prepared by the researcher, the "Attitude Scale Towards Knowledge Management" developed by Demir (21), and the "Career Planning Scale of Students Studied in Sports Sciences (CPS)" developed by Yavuz Eroğlu and Eroğlu (70) were used as data collection tools.

Personal Information Form: A survey form including gender, age, department, grade, satisfaction with the department, and reason for choosing the department was used to identify the personal characteristics of the participants.

Attitude Scale Towards Knowledge Management: Developed by Demir (21), the scale consists of three factors (self-improvement—8 items, communication—7 items, commitment—7 items) and 22 items. It is a 5-point Likert-type scale scored between (1) "strongly disagree" and (5) "strongly agree." The highest possible score on the scale is 5. Higher scores indicate a positive attitude towards knowledge management, while lower scores indicate a negative attitude. The Cronbach's alpha internal consistency coefficient evaluating the reliability of the scale was .80 for self-improvement, .74 for communication, .66 for commitment, and .79 for the overall scale. In this research, the Cronbach's alpha internal consistency coefficient was found to be .86 for self-improvement, .72 for communication, .63 for commitment, and .84 for the overall scale.

Career Planning Scale of Students Studied in Sports Sciences (CPS): Developed by Yavuz Eroğlu and Eroğlu (70), the scale consists of 5 factors (career awareness—9 items, professional awareness—4 items, faith in career—4 items, accuracy of choice—3 items, proficiency of education—3 items) and 23 items. It is a 5-point Likert-type scale ranging from (1) "strongly disagree" to (5) "strongly agree." Higher scores on the scale indicate higher levels for the respective factor. The Cronbach's alpha internal consistency coefficient evaluating the reliability of the scale was .833 for career awareness, .780 for professional awareness, .784 for faith in career, .649 for accuracy of choice, .641 for proficiency of education, and .885 for the overall scale. In this research, the Cronbach's alpha internal consistency coefficient was found to be .89 for career awareness, .84 for professional awareness, .87 for faith in career, .74 for accuracy of choice, .75 for proficiency of education, and .94 for the overall scale.

Data Collection

Before the application of the research, some information about the research was given to the participants. Then, a list of data collection tools was sent via Google-form. Filling out the data collection tool took about two minutes. The data were collected between April 25, 2024 and May 25, 2024. The data collection was implemented under the principle of voluntary participation, with student involvement occurring solely at their own discretion.

To maintain the reliability and consistency of the data, forms that were incomplete or inaccurately filled out were excluded from the analysis. Following data collection, the information was transferred to Excel for initial organization and then subjected to statistical analysis using SPSS 25. The data acquired in this way were comprehensively analyzed and assessed.

Data Analysis

During the data analysis process, skewness and kurtosis values were first examined. It was determined that the data were within the range of +2.0 to -2.0 (31) and thus exhibited normal distribution (Table 2). Accordingly, independent sample t-tests from parametric tests were used for variables with two categories, and one-way analysis of variance (ANOVA) was used for variables with three or more categories. Tukey post hoc test was used to determine the groups that differed significantly in the ANOVA results. The Pearson correlation test was utilized to examine the relationship between knowledge management and career planning. In addition, Cronbach's alpha internal consistency coefficients were calculated for the scales and their sub-dimensions, and the results were evaluated at a 0.05 level of significance.

Ethical Approval

This research was deemed ethically appropriate by the Committee of Ethics of Tekirdag Namık Kemal University with the decision dated April 2, 2024 and numbered T2024-1948.

FINDINGS

Table 2. Score Distributions of The Attitude Scale Towards Knowledge Management and Career Planning Scale of Students Studied in Sports Sciences

Scale and Sub-Dimensions	Number of Items	N	$\bar{X}$	*SD*	Min.	Max.	Skewness	Kurtosis
Self-Improvement	8	278	37.37	3.14	28.00	40.00	-1.03	0.34
Communication	7	278	25.97	4.53	15.00	35.00	-0.17	-0.36
Commitment	7	278	28.52	3.69	19.00	35.00	-0.24	-0.35
Knowledge Management Attitude (Total)	22	278	91.86	9.08	67.00	110.00	-0.41	0.01
Career Awareness	9	278	36.96	5.56	18.00	45.00	-0.53	0.27
Professional Awareness	4	278	16.24	2.73	8.00	20.00	-0.44	-0.18
Faith in Career	4	278	16.92	2.63	5.00	20.00	-0.84	1.49
Accuracy of Choice	3	278	11.72	2.18	3.00	15.00	-0.42	0.24
Education Proficiency	3	278	10.62	2.75	4.00	15.00	-0.06	-0.74
Career Planning Scale (Total)	23	278	92.46	13.42	52.00	115.00	-0.18	-0.39

The skewness and kurtosis coefficients were considered to evaluate the normality assumption of the data. Since the skewness and kurtosis values of Attitude Scale Towards Knowledge Management and Career Planning Scale of Students Studied in Sports Sciences were within the -2.0 to +2.0 limits, the data were found to have a normal distribution (Table 2). Parametric tests were used because the data exhibited normal distribution.

Table 3. T-Test Results on Attitude Scale Towards Knowledge Management and Career Planning by Gender

	Female (N=115)		Male (N=163)				
Scale and Sub-Dimensions	$\bar{X}$	*SD*	$\bar{X}$	*SD*	*t*	**df**	**p**
Self-Improvement	37.97	2.50	36.94	3.47	2.89	275.85	**0.00***
Communication	26.38	4.63	25.68	4.46	1.27	276	0.20
Commitment	29.39	3.30	27.91	3.84	3.36	276	**0.00***
Knowledge Management Attitude (Total)	93.75	8.14	90.53	9.48	2.95	276	**0.00***
Career Awareness	37.27	5.29	36.74	5.75	0.78	276	0.44
Professional Awareness	16.26	2.72	16.23	2.75	0.08	276	0.93
Faith in Career	17.26	2.68	16.67	2.56	1.84	276	0.07
Accuracy of Choice	11.77	2.10	11.69	2.25	0.29	276	0.77
Education Proficiency	10.22	2.75	10.91	2.72	-2.08	276	**0.04***
Career Planning Scale (Total)	92.77	12.42	92.25	14.13	0.32	276	0.75
***p<0.05 is statistically significant.**							

When examining at participants' knowledge management attitudes with respect to gender, significant differences were found in total knowledge management attitude (t=2.95; p<0.05), as well as in the self-improvement (t=2.89; p<0.05) and commitment (t=3.36; p<0.05) sub-dimensions. In addition, a statistically significant difference was found between gender and only the proficiency of education (t=-2.08; p<0.05) sub-dimension of career planning. It was observed that in knowledge management attitude total and the self-improvement and commitment sub-dimensions, the mean scores of women were higher than those of men; in the proficiency of education sub-dimension of career planning, the mean scores of men were higher than those of women. However, no statistically significant difference was found between gender and total career planning (t=0.32; p>0.05) and its other sub-dimensions or between gender and only the communication (t=1.27; p>0.05) sub-dimension of knowledge management attitude (Table 3).

Table 4. ANOVA Results on Attitude Scale Towards Knowledge Management and Career Planning by Age

Scale and Sub-Dimensions	**17-19 Years (n=92)**		**20-22 Years (n=139)**		**23 Years and over (n=47)**				
	$\bar{X}$	*SD*	$\bar{X}$	*SD*	$\bar{X}$	*SD*	**F**	**p**	**Difference**
Self-Improvement	37.38	2.80	37.36	3.42	37.36	3.00	0.00	0.99	--
Communication	25.75	4.06	26.05	4.95	26.17	4.19	0.18	0.84	--
Commitment	28.63	3.59	28.73	3.79	27.70	3.56	1.41	0.25	--
Knowledge Management Attitude (Total)	91.76	8.03	92.14	9.99	91.23	8.27	0.18	0.84	--
Career Awareness	36.89	5.98	36.66	5.58	37.98	4.53	1.00	0.37	--
Professional Awareness	16.27	2.87	16.04	2.83	16.81	2.03	1.42	0.25	--
Faith in Career	17.37	2.37	16.52	2.89	17.21	2.07	3.33	**0.04***	A>B
Accuracy of Choice	11.74	2.26	11.60	2.28	12.04	1.69	0.73	0.48	--
Education Proficiency	10.70	2.67	10.37	2.85	11.21	2.55	1.69	0.19	--
Career Planning Scale (Total)	92.97	13.81	91.19	13.91	95.26	10.70	1.72	0.18	--
***p<0.05**	**Groups:** A: 17-19 years, B: 20-22 years, C: 23 years and over								

When examining participants' knowledge management attitudes by age, no significant difference was found in total knowledge management attitude (F=0.18; p>0.05) or its sub-dimensions. When looking at career planning, a significant difference appeared only in the faith in career sub-dimension (F=3.33; p<0.05). However, no significant difference was found in total career planning (F=1.72; p>0.05) or its other sub-dimensions by age. According to Tukey's analysis, a significant difference was found between the 17-19 and 20-22 age groups in the faith in career sub-dimension of career planning. The mean scores of the 17-19 age group in the faith in career sub-dimension of career planning were higher than those of the 20-22 age group (Table 4).

Table 5. T-Test Results on Attitude Scale Towards Knowledge Management and Career Planning by Department

Scale and Sub-Dimensions	Physical Education and Sports Teaching (N=131)		Sports Management (N=147)				
	$\bar{X}$	*SD*	$\bar{X}$	*SD*	*t*	df	p
Self-Improvement	37.79	2.88	36.99	3.32	2.17	275.82	**0.03***
Communication	27.02	4.59	25.04	4.29	3.71	276	**0.00***
Commitment	28.96	3.78	28.13	3.58	1.88	276	0.06
Knowledge Management Attitude (Total)	93.77	8.92	90.16	8.90	3.38	276	**0.00***
Career Awareness	38.69	5.64	35.42	5.03	5.11	276	**0.00***
Professional Awareness	17.12	2.66	15.46	2.56	5.30	276	**0.00***
Faith in Career	17.56	2.31	16.35	2.76	3.94	276	**0.00***
Accuracy of Choice	12.56	2.04	10.97	2.04	6.47	276	**0.00***
Education Proficiency	11.60	2.68	9.76	2.51	5.91	276	**0.00***
Career Planning Scale (Total)	97.52	13.40	87.96	11.78	6.28	260.59	**0.00***
***p<0.05 is statistically significant.**							

When considering participants' knowledge management attitudes by department, significant differences were found in total knowledge management attitude (t=3.38; p<0.05) as well as in the self-improvement (t=2.17; p<0.05) and communication (t=3.71; p<0.05) sub-dimensions. Moreover, significant differences were found in total career planning (t=6.28; p<0.05), career awareness (t=5.11; p<0.05), professional awareness (t=5.30; p<0.05), faith in career (t=3.94; p<0.05), accuracy of choice (t=6.47; p<0.05), and proficiency of education (t=5.91; p<0.05) sub-dimensions with respect to department. All these differences were observed in favor of participants in the Physical Education and Sports Teaching department. However, no significant difference was found between departments in only the commitment (t=1.88; p>0.05) sub-dimension of knowledge management attitude (Table 5).

Table 6. ANOVA Results on Attitude Scale Towards Knowledge Management and Career Planning by Grade

Scale and Sub-Dimensions	1st Year (n=86)		2nd Year (n=75)		3rd Year (n=59)		4th Year (n=58)				
	$\bar{X}$	*SD*	$\bar{X}$	*SD*	$\bar{X}$	*SD*	$\bar{X}$	*SD*	F	p	Difference
Self-Improvement	37.23	2.74	37.11	3.67	37.66	3.08	37.60	3.08	0.50	0.68	-
Communication	25.79	3.87	26.65	5.03	25.73	4.90	25.60	4.41	0.79	0.50	-
Commitment	28.66	3.44	28.91	3.94	28.24	3.75	28.10	3.71	0.68	0.57	-
Knowledge Management Attitude (Total)	91.69	7.95	92.67	10.07	91.63	9.40	91.31	9.13	0.29	0.83	-
Career Awareness	36.15	5.23	37.48	5.97	36.98	5.89	37.47	5.11	0.99	0.40	-
Professional Awareness	15.84	2.77	16.36	2.78	16.37	2.82	16.57	2.51	1.00	0.39	-
Faith in Career	16.93	2.56	16.83	3.19	16.97	2.39	16.97	2.17	0.04	0.99	-
Accuracy of Choice	11.50	1.88	11.88	2.55	11.83	2.37	11.72	1.92	0.47	0.70	-
Education Proficiency	10.23	2.37	11.47	2.72	10.37	3.01	10.36	2.87	3.36	**0.02***	B>A
Career Planning Scale (Total)	90.65	12.47	94.01	15.03	92.53	13.71	93.09	12.28	0.90	0.44	-
***p<0.05**	**Groups:** A: 1st Year, B: 2nd Year, C: 3rd Year, D: 4th Year										

Considering participants' knowledge management attitudes by grade, no significant difference was found in total knowledge management attitude (F=0.29; p>0.05) or its sub-dimensions. However, a significant difference was found in only the proficiency of education sub-dimension of career planning (F=3.36; p<0.05), while no significant difference was observed in total career planning (F=0.90; p>0.05) or the other sub-dimensions. According to Tukey's analysis, a significant difference was observed between the 2nd and 1st grades in the proficiency of education sub-dimension of career planning. It was determined that the mean scores of the 2nd grade students were higher than those of the 1st grade students (Table 6).

Table 7. T-Test Results on Attitude Scale Towards Knowledge Management and Career Planning by Satisfaction with The Department

	Yes (N=250)		No (N=28)				
Scale and Sub-Dimensions	$\bar{X}$	*SD*	$\bar{X}$	*SD*	*t*	**df**	**p**
Self-Improvement	37.39	3.09	37.14	3.65	0.40	276	0.69
Communication	26.12	4.48	24.68	4.86	1.60	276	0.11
Commitment	28.61	3.63	27.71	4.23	1.22	276	0.22
Knowledge Management Attitude (Total)	92.12	8.78	89.54	11.33	1.43	276	0.15
Career Awareness	37.03	5.40	36.36	6.91	0.61	276	0.55
Professional Awareness	16.26	2.66	16.07	3.39	0.35	276	0.72
Faith in Career	16.96	2.56	16.50	3.14	0.89	276	0.38
Accuracy of Choice	11.76	2.09	11.32	2.92	0.78	30.18	0.44
Education Proficiency	10.59	2.68	10.89	3.31	-0.46	31.09	0.65
Career Planning Scale (Total)	92.61	12.92	91.14	17.56	0.43	30.36	0.67
***p<0.05 is statistically significant.**							

When considering participants' knowledge management attitudes by satisfaction with their department, no statistically significant differences were found in total knowledge management attitude (t=1.43; p>0.05) or its sub-dimensions. Similarly, there were no statistically significant differences in total career planning (t=0.43; p>0.05) or its sub-dimensions based on satisfaction with the department (Table 7).

Table 8. ANOVA Results on Attitude Scale Towards Knowledge Management and Career Planning by Reason for Choosing the Department

Scale and Sub-Dimensions	**My score placed me (N=19)**		**By my own choice (N=172)**		**Desire to obtain a career (N=57)**		**High probability of job (N=30)**				
	$\bar{X}$	*SD*	$\bar{X}$	*SD*	$\bar{X}$	*SD*	$\bar{X}$	*SD*	**F**	**p**	**Difference**
Self-Improvement	37.68	3.25	37.19	3.14	37.75	3.17	37.47	3.10	0.55	0.65	-
Communication	25.05	5.16	25.77	4.61	26.18	4.17	27.30	4.24	1.27	0.29	-
Commitment	27.95	4.34	28.57	3.67	28.35	3.07	28.93	4.54	0.33	0.81	-
Knowledge Management Attitude (Total)	90.68	10.76	91.53	9.13	92.28	8.20	93.70	9.38	0.63	0.60	-
Career Awareness	36.74	7.62	36.40	5.63	37.86	4.65	38.63	4.93	2.03	0.11	-
Professional Awareness	15.95	3.34	15.97	2.67	16.60	2.78	17.33	2.32	2.60	0.05	-
Faith in Career	17.16	2.63	16.60	2.76	17.51	2.19	17.43	2.39	2.25	0.08	-
Accuracy of Choice	11.21	3.17	11.63	2.11	11.89	1.92	12.20	2.34	1.04	0.38	-
Education Proficiency	11.37	3.25	10.44	2.44	10.70	3.26	11.03	3.05	0.95	0.42	-
Career Planning Scale (Total)	92.42	18.42	91.05	13.14	94.56	12.34	96.63	12.66	2.09	0.10	-
***p<0.05**	**Groups:** A: My score placed me, B: By my own choice, C: Desire to obtain a career, D: High probability of job										

When considering participants' knowledge management attitudes by reason for choosing the department, no statistically significant differences were found in total knowledge management attitude (F=0.63; p>0.05) or its sub-dimensions. In terms of career planning, no statistically significant differences were found in total career planning (F=2.09; p>0.05) or its sub-dimensions by reason for choosing the department (Table 8).

Table 9. Pearson Correlation Results on Attitude Scale Towards Knowledge Management and Career Planning

Scale and Sub Dimensions		SI	C	CM	**KMA**	CA	PA	FC	AC	EP	**CPS**
SI	r	1									
	p										
	n	278									
C	r	0.409**	1								
	p	0.00									
	n	278	278								
CM	r	0.471**	0.467**	1							
	p	0.00	0.00								
	n	278	278	278							
KMA	r	0.743**	0.832**	0.804**	1						
	p	0.00	0.00	0.00							
	n	278	278	278	278						
CA	r	0.482**	0.525**	0.490**	0.629**	1					
	p	0.00	0.00	0.00	0.00						
	n	278	278	278	278	278					
PA	r	0.346**	0.378**	0.353**	0.452**	0.784**	1				
	p	0.00	0.00	0.00	0.00	0.00					
	n	278	278	278	278	278	278				
FC	r	0.401**	0.377**	0.463**	0.516**	0.740**	0.669**	1			
	p	0.00	0.00	0.00	0.00	0.00	0.00				
	n	278	278	278	278	278	278	278			
AC	r	0.367**	0.445**	0.376**	0.503**	0.780**	0.607**	0.590**	1		
	p	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
	n	278	278	278	278	278	278	278	278		
EP	r	0.176**	0.294**	0.137*	0.264**	0.490**	0.559**	0.343**	0.529**	1	
	p	0.00	0.00	0.02	0.00	0.00	0.00	0.00	0.00		
	n	278	278	278	278	278	278	278	278	278	
CPS	r	0.444**	0.501**	0.455**	0.589**	0.946**	0.872**	0.805**	0.833**	0.675**	1
	p	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	n	278	278	278	278	278	278	278	278	278	278

****p<0.01**
***p<0.05**

SI: Self-Improvement, C: Communication, CM: Commitment,
KMA: Knowledge Management Attitude, CA: Career Awareness,
PA: Professional Awareness, FC: Faith in Career, AC: Accuracy of Choice
EP: Education Proficiency, CPS: Career Planning Scale

The relationship between participants' knowledge management attitudes and career planning was determined using Pearson's correlation. Accordingly, a high-level positive and significant relationship was found between total knowledge management attitude and its sub-dimensions and total career planning, as well as the career awareness, professional awareness, faith in career, and accuracy of choice sub-dimensions, while a moderate-level positive and significant relationship was found with the proficiency of education sub-dimension. Between total knowledge management attitude and career awareness ($r=0.629$; $p<0.01$), professional awareness ($r=0.452$; $p<0.01$), faith in career ($r=0.516$; $p<0.01$), and accuracy of choice ($r=0.503$; $p<0.01$), there was a moderate-level positive and significant relationship, whereas with the proficiency of education sub-dimension ($r=0.264$; $p<0.01$), there was a low-level positive and significant relationship. Moreover, a moderate-level positive and significant relationship was observed between total career planning and self-improvement ($r=0.444$; $p<0.01$), communication ($r=0.501$; $p<0.01$), and commitment ($r=0.455$; $p<0.01$). Additionally, a moderate-level positive and significant relationship was found between knowledge management and career planning ($r=0.589$; $p<0.01$) (Table 9).

DISCUSSION AND CONCLUSION

This research, conducted with 278 individuals, aimed to determine the knowledge management of this research, conducted with 278 individuals, aimed to determine the knowledge management of students studying at the faculty of sports sciences and their career planning, as well as to investigate the relationship between the students' knowledge management and their career planning.

The average score obtained by the participants from the Attitude Scale Towards Knowledge Management was determined to be 91.86±9.08, and the average score obtained from the Career Planning Scale of Students Studied in Sports Sciences (CPS) was determined to be 92.46±13.42. Based on these findings, it can be said that the values obtained by the participants from the knowledge management and career planning scales are above average.

When the participants' knowledge management is examined in terms of the gender variable, significant differences were observed in the total knowledge management attitude as well as in the sub-dimensions of self-improvement and commitment. This difference was found to be in favor of female students. It can be said that this is due to women generally having stronger emotional intelligence and communication skills, being more detail-oriented and inclined toward work organization, collaborating and interacting within groups, possessing a greater sense of social responsibility and helpfulness, and also standing out as better listeners with greater empathy skills. Additionally, no difference was observed in the communication sub-dimension. This can be explained by the fact that communication is generally accepted as a more universal skill and attitude, that both men and women can similarly develop effective communication skills, that there are fewer distinct gender-based differences in society regarding communication, and that communication skills are more influenced by factors such as education level, work experience, and personal characteristics. When the literature is examined, in their study Argon and Demirer (6) found a significant difference according to gender in administrators' views on knowledge management. In her study, Akarı (1) indicated that there was a significant difference in administrative knowledge management, educational knowledge management, and administrative-educational knowledge management areas of vocational high school teachers according to gender. In his study, Üzüm (68) found a significant difference based on gender in the sub-dimension of knowledge use among the knowledge management dimensions of the participants. These results are in parallel with our research. When the literature is examined, it is also possible to encounter results that do not coincide with the gender variable outcome of the study. In his study, Yiğit (74) found that gender did not significantly influence the knowledge management attitudes of administrators or teachers. In his study, Kartal (46) found that the knowledge management attitudes of prospective teachers did not differ significantly between genders. In his study, Gülmüş (36) determined that gender had no effect on the knowledge management of healthcare workers. In his study, Demirtaş (23) stated that gender had no impact on the knowledge management of physical education teachers. In his study, Kocadağ (49) found that gender did not cause any significant differences in the knowledge management practices of primary school administrators. In their study, Işık and Özcan Işık (39) stated that teachers' perceptions of knowledge management orientation were not significantly affected by gender. In his study, Üzüm (68) pointed out that there were no significant gender-based differences in the sub-dimensions of knowledge acquisition, sharing, and storage within the context of participants' knowledge management. In their study, Arslan and Demirli (8) found that gender had no significant impact on the knowledge management levels of university management-level employees.

When the participants' career planning is examined in terms of the gender variable, a significant difference was observed only in the proficiency of education sub-dimension of career planning. This difference was found to be in favor of male students. It can be suggested that this situation may arise from the perception that men in society place more importance on education and career development, that male individuals may have more opportunities in education and work life from an earlier age, that men exhibit a more systematic approach in the field of career planning, and that in some cultural or socioeconomic contexts, men are subjected to greater pressure for educational and career success. When the literature is examined, in their study Yılmaz and Caz (72) found significant differences in the proficiency of education sub-dimension of career planning by gender. In his study, Ege (27) found that gender-based differences were statistically significant in the sub-dimensions of the career planning scale. In their study, Taşlıyan, Arı, and Duzman (61) identified significant differences in career goals based on gender, noting that men's career goals were higher than those of women. When the literature is examined, it is also possible to encounter results that do not

coincide with the gender variable outcome of the study. In their studies, Erail, Uzun, and Çebi (28), Aksüt and Duman (3), Turhan, Erman, Ekinci, and Koç (64), Yılmaz (73), Yurtsızoğlu and Gül (75), Çatır and Karaçor (19), Uslu (67), Koçer (50), Gök (32), Demirbanka (22), and Seçer (59) did not find any significant difference in the overall career planning scale or its sub-dimensions by gender.

When the participants' knowledge management is examined in terms of the age variable, no significant difference was found in the total knowledge management attitude or its sub-dimensions. This may indicate that the general and widespread nature of knowledge management principles, the impact of educational systems, technological similarities, and other environmental factors do not make age differences a determining factor in knowledge management attitudes. When the literature is examined, in their study according to Memişoğlu and Özsarıkamış (53), age did not lead to a statistically significant difference in the knowledge management practices of primary school administrators. In his study, Durnalı (26) noted that teachers' knowledge management practices in schools were not influenced by their age. In his study, Özsarıkamış (58) stated that age did not lead to a notable difference in the knowledge management roles of school administrators. In her study, Akarı (1) found no significant difference in administrative knowledge management, educational knowledge management, and administrative-educational knowledge management by age among vocational high school teachers. In his study, Üzüm (68) revealed that there was no significant difference in teachers' knowledge management dimensions by age. In their study, Arslan and Demirli (8) stated that the knowledge management levels of university management-level employees did not differ significantly by age. These results confirm our findings. When the literature is examined, it is also possible to encounter results that do not coincide with the age variable outcome of the study. In his study, Yiğit (74) discovered that, based on the participants' ages, significant differences were observed in the communication and commitment dimensions of the scale, but not in the self-improvement dimension. Muratoğlu (55), Kocadağ (49), Kılıç (48), Çınar (20), and Argon and Demirer (6) detected significant differences in knowledge management by age.

When the participants' career planning is examined in terms of the age variable, a significant difference was observed only in the career faith sub-dimension of career planning. However, it was observed that the mean scores obtained from total career planning and the other sub-dimensions did not show a significant difference based on age. It was determined that this difference in the career faith sub-dimension of career planning was in favor of students aged 17–19. It was observed that the mean scores of the 17–19 age group in the career faith sub-dimension of career planning were higher compared to those in the 20–22 age group. It can be said that this is because individuals in the 17–19 age group are generally in a period where they are inclined to plan their careers and develop a certain direction toward their future goals, have higher hopes and expectations for the future due to being in the early stages of their educational life, are more idealistic and focused on their dreams, and therefore may have more optimistic and higher expectations about their careers. Additionally, during this age range, there may be fewer responsibilities and more excitement about possibilities, which could increase career-related faiths. When the literature is examined, it is possible to find results that both align with and differ from the age variable outcome of this study. In their study, Aksüt and Duman (3) did not find differences in the sub-dimensions of career faith and vocational awareness in career planning among students; however, they found significant differences by age in the overall career planning and the other sub-dimensions. In their study, Turhan, Erman, Ekinci, and Koç (64) found a significant difference based on age only in the proficiency of education sub-dimension of career planning, but they did not observe a significant difference in the overall career planning and the other sub-dimensions. In his study, Dilmen (24) noted that significant age-based differences were observed in the career planning attitudes and their sub-dimensions among the participants. In his study, Yaşar (69) indicated that age had an effect on the career awareness of university students receiving sports education. In his study, Ege (27) determined that perfectionism and career planning in sports organizations differed significantly by age. In their study, Erail, Uzun, and Çebi (28) mentioned that the ages of sports science students did not affect their career planning. In his study, Taşcı (60) stated that age had no impact on the career planning of university students. In his study, Koçer (50) reported that no significant differences in career planning were found based on age among the participants.

When the participants' knowledge management is examined in terms of the department variable, a significant difference is observed in total knowledge management attitude as well as in the self-improvement and communication sub-dimensions, while no significant difference is observed in the commitment sub-dimension. This difference was found to be in favor of the students in the physical education and sports teaching department. It can be said that this difference arises from the fact that skills such as self-improvement and communication are more prominently emphasized in certain departments (for example, social sciences or communication), that these departments focus more on the personal development and communication competencies of the participants, and that sub-dimensions such as self-improvement and communication are more influenced by personal and external factors. The lack of a significant difference in the commitment sub-dimension could be because commitment is generally a more general attitude, independent of a specific department, related to being loyal to the workplace, completing one's education, or adhering to a particular mission, and it can also be a more traditional, hierarchical, and universal attitude. Additionally, it can be suggested that the reason why the mean scores of teaching department students are higher than those in the sports management department is that the former focus more on practical education and personal skills, whereas sports management students focus more on managerial, administrative, and organizational skills, and students in the teaching department may need effective knowledge management skills at earlier stages in their professional duties such as teaching and coaching, thereby enhancing their development. When the literature is examined, in their study Yeşil and Hatunoğlu (71) found that university students displayed positive attitudes and intentions toward knowledge sharing, depending on their departments. In their study, Hussein and Nassuora (38) discovered that students, according to their department, had positive attitudes and perceptions toward knowledge sharing in higher education institutions and acknowledged its importance. These results support our research.

When the participants' career planning is examined in terms of the department variable, significant differences are observed in the total career planning and its sub-dimensions. This difference was found to be in favor of the students in the physical education and sports teaching department. It can be said that this situation is shaped by department-focused educational content, occupational requirements, labor market opportunities, and personal goals; since the career opportunities and skill sets offered by both departments differ, it creates significant effects on the students' career planning. Additionally, the reason why the mean scores of teaching department students are higher than those in the sports management department could be that teaching department students generally have clearer and more defined career goals such as teaching and coaching, that the teaching profession is more common and recognizable, enabling these students to think and plan more, that they can more easily access guidance and resources for their career goals, and that particularly in recent years, the increase in private schools has enabled teachers to begin their careers earlier and continue this process diligently. When the literature is examined, in their study Yurtsızoğlu and Gül (75) stated that students' career planning awareness did not differ in the career awareness, career faith, and proficiency of education sub-dimensions according to the department variable, but that they found significant differences in the professional awareness and accuracy of choice sub-dimensions. In his study, Ertekin (29) observed a notable difference in the professional awareness sub-dimension of career planning depending on the department variable. In their study, Yılmaz and Caz (72) stated that students' career planning differed significantly only in the professional awareness sub-dimension based on their department, while no significant differences were found in the overall career planning or its other sub-dimensions. These relevant results support our research. When the literature is examined, it is also possible to encounter results that do not coincide with the department variable outcome of the study. In his study, Aybek (10) stated that the career awareness of sports sciences students did not differ according to their departments. In their study, Güner and Hacıcaferoğlu (37) indicated that the department variable had no impact on the participants' professional career awareness. In his study, Koçer (50) did not find a significant difference in the career planning of the participants based on their departments. In their study, Mercan, Adıgüzel, and Tangül Özcan (54) determined that the career-related attitudes of students studying in health-related fields did not show a significant difference according to the departments in which they received education.

When the participants' knowledge management is examined in terms of the grade level variable, no significant difference is observed in total knowledge management attitude or its sub-dimensions among the different grade levels. It can be said that this largely stems from similarities in the educational curriculum, a lack of awareness of knowledge management, or the social, cultural, and academic similarities among classes.

When the literature is examined, in his study Kartal (46) determined that prospective teachers at the faculty of education showed no significant variations in their knowledge management attitudes according to their grade level. This result supports our research. When the literature is examined, it is also possible to encounter results that do not coincide with the grade level variable outcome of the study. In their study, Yeşil and Hatunoğlu (71) found that university students had positive attitudes and intentions regarding knowledge sharing according to their grade levels.

When the participants' career planning is examined in terms of the grade level variable, a significant difference is observed only in the proficiencyof education sub-dimension of career planning among different grade levels, while no significant difference is found in the total career planning or its other sub-dimensions. In the proficiency of education sub-dimension of career planning, it was found that the mean scores of second-year students were higher than those of first-year students. This may be due to the direct relationship between grade level differences in the educational process and the quality and proficiency of education, or due to academic experience differences and the lack of a clear career perception among different grade levels. Additionally, other career planning dimensions may be more individual and personal, so the effect of grade level could be limited. Moreover, the reason why second-year students have higher mean scores compared to first-year students could be that second-year students have more academic experience, that they move on to more specific and in-depth field courses in their educational processes, that they possess greater academic knowledge and awareness of their professional field, and that first-year students are still in the adaptation process. When the literature is examined, it is possible to find results that both align with and differ from the grade level variable outcome of this study. In his study, Aksoy (2) identified significant differences in career planning according to the students' grade level. In their study, Çatır and Karaçor (19) indicated that grade level had an effect on students' career planning. In their study, Aksüt and Duman (3) found no difference in the career faith sub-dimension of career planning among students; however, they found significant differences by grade level in overall career planning and its other sub-dimensions. In their study, Yurtsızoğlu and Gül (75) identified significant differences in career planning based on the grade levels of the students. In their study, Güner and Hacıcaferoğlu (37) stated that grade level did not affect the participants' professional career awareness. In their study, according to Erail, Uzun, and Çebi (28) found no statistically significant differences in the sub-dimensions of career planning among sports science students based on their grade levels. In his study, Yılmaz (73) reported that grade level had no effect on students' career planning.

When the participants' knowledge management is examined in terms of the variable of satisfaction with the department they study, no significant difference was observed in total knowledge management attitude or its sub-dimensions. It can be said that this stems from the fact that the factors that develop students' knowledge management skills and attitudes are not limited solely to departmental satisfaction. Since knowledge management is a multifaceted and interdisciplinary skill, it can be affected by many factors such as personal experiences, external factors, and general educational processes; moreover, departmental satisfaction usually creates a more general sense of satisfaction, while knowledge management can be a more specific skill shaped by the individual efforts of the students.

When the participants' career planning is examined in terms of the variable of satisfaction with the department they study, no significant difference was observed in the total career planning or its sub-dimensions. This can be explained by the fact that career planning is not solely based on departmental satisfaction but also depends on a range of factors such as personal goals, external factors, educational experiences, and social environment; and that the relationship between departmental satisfaction and career planning can differ for each student. When the literature is examined, in their study Tel Aydın and İşçi (62) found a significant relationship between health sciences students' career decision-making competence and their satisfaction with the department they studied. In their study, Töre Başat and Akagündüz (63) reported that participants' career aspirations varied significantly based on their satisfaction with the department they were enrolled in. These results do not coincide with our research.

When the participants' knowledge management is examined in terms of the variable of reason for choosing the department, no significant difference was observed in the total knowledge management attitude or its sub-dimensions. This can be largely attributed to the broader, more personal skill set of knowledge management, the fact that students may exhibit similar attitudes in knowledge management skills despite different reasons for choosing their department, and that knowledge management attitudes are influenced

more by personal tendencies and motivation, and knowledge management skills are usually more universal and affected by personal factors (interest, motivation, personal development).

When the participants' career planning is examined in terms of the variable of reason for choosing the department, no significant difference was observed in the total career planning or its sub-dimensions. This can be explained by the fact that career planning is more of a process based on the individual's own personal goals, interests, and abilities, so the reasons why students choose a department may not significantly affect their career planning. Even if students choose their departments for different reasons, most students' general career goals and planning processes may depend on personal preferences, external factors, and personal motivation, so the reasons for choosing a department may not alone create a distinct difference in career planning. Since career planning is generally influenced by individual and external factors and relies more on personal preferences, interest areas, external conditions, and experiences, it can be said that it may not be solely determined by the reasons for choosing a department. When the literature is examined, in their study Karadaş, Duran, and Kaynak (42) did not find a difference between students who chose the department of their own accord and their career optimism. This result shows similarity with our study. When the literature is examined, it is also possible to encounter results that do not coincide with the variable of reason for choosing the department. In their study, Mercan, Adıgüzel, and Tangül Özcan (54) found a significant relationship between the career optimism of students in the health field and their reasons for choosing the department. In their study on nursing students in two different faculties, İlaslan et al. (41) found a significant difference in terms of career future according to the variable of choosing the profession of one's own accord.

In our study, a moderate, positive, and significant relationship was observed between knowledge management and career planning. Moreover, there were high-level, positive, and significant relationships between total knowledge management attitude and its sub-dimensions and total career planning and the sub-dimensions of career awareness, professional awareness, career faith, and accuracy of choice, while there was a moderate-level, positive, and significant relationship with the proficiency of education sub-dimension. In addition, there was a moderate-level, positive, and significant relationship between total knowledge management attitude and the career awareness, professional awareness, career faith, and accuracy of choice sub-dimensions, whereas there was a low-level, positive, and significant relationship with the proficiency of education sub-dimension. A moderate-level, positive, and significant relationship was observed between total career planning and the self-improvement, communication, and commitment sub-dimensions. This may be because knowledge management attitudes can play an important role in processes such as determining career goals, evaluating opportunities, and making the right decisions. Therefore, it can be said that the positive development of knowledge management attitudes can help students manage their career planning stages more logically and efficiently. In short, it can be stated that as students develop their knowledge management attitudes, their career planning also becomes more conscious and develops. When the literature is examined, it is possible to encounter results that both coincide with and differ from the outcome regarding the relationship between knowledge management and career planning. In his study, Koçer (50) found a significant relationship between person-organization fit and career planning; in her study, Arslan (7) identified a notable connection between knowledge management and decision-making in his research, Onuoha (56) found a significant relationship between students' attitudes toward plagiarism and personal knowledge management. In their studies, Aksüt and Duman (3) found significant relationships between professional competence and the career awareness and accuracy of choice sub-dimensions of career planning, as well as between career planning and job-seeking anxiety; in his study, Özgözgü (57) found a relationship between leadership styles and knowledge management; in his study, Göktaş (33) found a relationship between organizational intelligence and knowledge management; in his study, Gülmüş (36) found a relationship between knowledge management and organizational performance; in their study, Zwain, Lim, and Othman (76) discovered a connection between knowledge management processes and academic performance; and in their study, Karahan and Yılmaz (43) found a significant positive relationship between learning organizations and knowledge management among managers working in private and public hospitals. In their study, Avcı and Aysu (9) discovered a moderate positive correlation between career planning and job motivation. In his study, Seçer (59) identified a meaningful positive connection between career planning and personal success. In his study, Al-Gamre (4) indicated that the dimensions of knowledge competence had a positive effect on career planning variables. In her study, Amutha (5) found significant connections between knowledge sharing and career development, as well as between knowledge transfer and career development among the participants.

In his study, Ege (27) found a relationship between levels of perfectionism and career planning attitudes; in their study, Dilmen, Şahan, and Işık (25) identified a weak yet significant positive relationship between emotional intelligence, its subcomponents, and career management. In his study, Karaoğlu (44) discovered a low-level positive relationship between participants' job-seeking anxiety levels and their career planning. In his study, Yılmaz (73) indicated that there were negative relationships between career planning and job satisfaction. In their study, Karavelioğlu, Ersoy, and Karavelioğlu (45) found relationships between career planning and leadership orientations. In his study, Yiğit (74) did not find a significant relationship between the communication and commitment sub-dimensions of knowledge management attitudes and the shared vision behavior of learning organizations (schools), while he did find a significant relationship with the self-improvement sub-dimension. In their study, According to Yılmaz and Caz (72), there was no significant relationship or difference between job-seeking anxiety and either overall career planning or its sub-dimensions. In her study, İgaç Sebzecili (40) identified a positive relationship between knowledge management and organizational performance, but noted that this relationship was not statistically significant.

For students in the field of sports sciences, knowledge management is of great importance in their career planning. These students need to adapt more quickly and gain mastery over the continuously evolving and changing field of sports sciences. Therefore, knowledge management will make a significant contribution to helping sports sciences students overcome the challenges they will face in their future professional lives and achieve their career goals. In light of these findings, it is recommended for future studies that research be conducted with larger samples of students from sports sciences departments at different universities, that variables be diversified to obtain new results, and that new research be contributed to the literature by examining scales developed in similar areas together.

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