

Examination of Sports Science Students' Career Anxiety Using the Q Method

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Abstract

As in every sector, uncertainties about the future in the field of sports are an important determinant of success both individually and in the field. In this study, it is aimed to examine the career anxieties of students studying in the field of sports at the higher education level. The research was carried out with the Q method, which is both a qualitative and quantitative study model. The study group of this research consists of a total of 30 students studying at the Faculty of Sport Sciences at Burdur Mehmet Akif Ersoy University. On the basis of the department, 10 students in the last year were added to the study group with the snowball sampling method. Non-structural design was preferred in the study. The pqmethod.2 program was used for the analysis of the obtained data. As a result of the analysis of the expressions collected under two factors, the most positive and the most negative expressions between the sections were determined. Interviews were held regarding the reasons for these statements. Comparative interpretations of the Z scores obtained as a result of the general ranking made according to the departments of the students are included. As a result; In line with the data obtained, the topics that combine the career anxieties of the students studying at the faculty of sports sciences; Inadequate number of appointments according to the department graduated, incompetence and the existence of the interview system can be listed as the main reasons that increase career concerns.

Key words: Career anxiety, Sport sciences, Q method

Spor Bilimleri Fakültesinde Öğrenim Gören Öğrencilerin Kariyer Kaygılarının Q Metot Yoluyla İncelenmesi

Öz

Her sektörde olduğu gibi spor alanında geleceğe yönelik belirsizlikler, hem bireysel hem de alana yönelik başarı üzerinde önemli bir belirleyici konumundadır. Bu araştırmada yükseköğretim düzeyinde spor alanında eğitim gören öğrencilerin kariyer kaygılarının incelenmesi amaçlanmıştır. Araştırma hem nitel hem nicel bir çalışma modeli olan Q metot ile gerçekleştirilmiştir. Bu araştırmanın çalışma grubunu Burdur Mehmet Akif Ersoy Üniversitesi Spor Bilimleri Fakültesi'nde öğrenim gören toplam 30 öğrenci oluşturmaktadır. Bölüm bazında son sınıfta öğrenim gören 10'ar öğrenci kartopu örnekleme yöntemi ile çalışma grubuna eklenmiştir. Araştırmada yapısal olmayan desen tercih edilmiştir. Elde edilen verilerin analizi için pmethod.2 programı kullanılmıştır. İki faktör altında toplanan ifadelerin analizi sonucunda bölümler arası en olumlu ve en olumsuz ifadeler tespit edilmiştir. Elde edilen bu ifadelerin nedenine ilişkin görüşmeler yapılmıştır. Öğrencilerin bölümlerine göre ve genel olarak yer yapılan sıralama neticesinde elde edilen Z skorlarına yönelik karşılaştırmalı yorumlamalara yer verilmiştir. Sonuç olarak; elde edilen veriler doğrultusunda spor bilimleri fakültesinde öğrenim gören öğrencilerin kariyer kaygılarının birleştiği konular; mezun olunan bölüme göre atama sayısının yetersiz olması, liyakatsizlik ve mülakat sisteminin varoluşu kariyer kaygılarını arttıran başlıca sebepler olarak sıralanabilir.

Key words: *Kariyer kaygısı, Spor bilimleri, Q metot*

Introduction

People have fought for their lives by giving certain reactions to all kinds of situations that develop around them throughout their lives. The most common of these is anxiety. Human gives physical and mental reactions to all kinds of situations that occur around him. Anxiety is undoubtedly known as one of them (Erskine, 2018; Kring & Johnson, 2015 Şahin, 1985).

Many factors cause anxiety. One of the most important factors can be described as career anxiety, which will affect a person's whole life and have a direct impact on whether or not they choose the right profession. Career anxiety can be defined as the obstacles experienced in the decision-making phase of professional life and the indecisiveness that occurs during the career (Pisarik, Rowell & Thompson, 2017; Vignoli, 2015). With the advancement of capitalism, increasing competition, and increasing population density, career life for human beings has turned into a more challenging environment. This situation arises as one of the factors that cause career anxiety, especially for university students who are preparing to step into professional life (Pisarik et al., 2017; Vignoli, 2015).

These factors can be explained under three main headings. These are known as Career uncertainty, Exam stress, and Future Anxiety (Ayyıldız, 2015; Campagna & Curtis, 2007; Karakas, 2013; Peng, 2005; Vignoli, 2015).

One of the areas where career anxiety is most common at the higher education level can be described as the sports sector, which is a wide business and career field. In the

literature review, a positive situation was observed in the level of career anxiety of students studying in the field of sports sciences.

When considered economically, the sports industry has entered into a competition with different sectors both in the country and abroad. The sports sector shows itself as an important service sector due to the personal and social effects it creates (Devecioğlu, Çoban & Karakaya, 2011), and it has also taken its place as an important concept in our lives due to both its physical contribution and the other advantages it contributes (Eruzun, Kınalı & Öğüt, 2017).

Therefore, there are many studies examining career anxiety in this growing sector (Aktuğ & Alpay, 2015; Ataçoçuğu & Zelyurt, 2017; Atalay, 2020; Aydın, 2017; Çakto & Görgüt, 2019; Çetinkaya, 2019; Daniels, Stewart & Stupnisky, 2011; Deer, Gohn & Kanaya, 2018 Dursun & Karagün, 2012; Eruzun, Kınalı & Öğüt, 2017; Ilgar & Cihan, 2019; Kılıç, Coşkuner & Karakaya, 2020; Menevşe, 2020; Mumcu, Karakullukçu & Karakuş, 2019; Pisarik, Rowell & Thompson, 2017; Taşmektepligil, Hazar, Ağaoğlu, Öğreten & Terzioğlu, 2009; Temel & Nas, 2018; Turgut, Gökyürek & Yenel, 2004; Vignoli, 2015; Vural & Çoruh, 2019; Yasar & Turgut, 2019; Yazıcı & Koçak, 2018; Yıldız & Tüfekçioğlu, 2008; Yıldız, Özdağ & Yaman, 2008). Unlike the related studies, in this study, the Q method, which is dominant in both qualitative and quantitative aspects and is more widely used today, was used. In general terms, the Q method deals with the self-referenced perspectives of individuals and deals with the different and common aspects of these perspectives, in other words, where and in what position they are with each other, as a holistic structure (Brown, 1993; Stainton Rogers, 1995; Watts & Stenner, 2012).

Therefore, this study differs from other studies based on the method. This study aims to examine the career anxieties of students studying at the Faculty of Sports Sciences with the Q method.

Research design

Before collecting data on the study, ethics committee approval was obtained from Burdur Mehmet Akif Ersoy University, non-interventional clinical research ethics committee with decision number G02021/435.

In this study, where the career concerns of the students studying in the Faculty of Sports Sciences were evaluated, Q method. Which has qualitative and quantitative research features, was used as a methodological model in the research. The Q method is known as a type of research similar to a mixed research model in which qualitative and quantitative research methods are used together (Cresswell, 2017). The Q Method can be considered as a combination of qualitative and quantitative research techniques to evaluate the social perspective on any subject (Webler, Danielson and Tuler, 2009). Q method studies deal with revealing the difference of individual thought of individuals (Amin, 2000). Q method is a semi-quantitative, semi-qualitative research design that aims to reveal the differences in people's thinking about a subject (Zabala, Sandbrook & Mukherjee, 2018) In this research, the structural Q model was used.

The studies in the literature have been examined and the research problem has been formed. After the research problem was created, questionnaires were created by using the information in the literature and the differences between the factors were tested.

The research was carried out in three stages. In the first stage, an interview form was applied to obtain qualitative data. In the second stage, in order to know which questions the opinions of the participants were collected, it was requested to place the question expressions on the Q string in accordance with the order of importance. In the final stage, the opinions of the participants were taken regarding the reasons for the statements placed in the plus and minus importance positions.

Study group

In this study, 10 students studying in the Departments of Sports Management, Coaching Education and Physical Education and Sports Teaching at Burdur Mehmet Akif Ersoy University Faculty of Sports Sciences, a total of 30 people constituted the study group of the study. In this study, snowball sampling was used to determine the study group. The snowball sampling method begins with the inclusion of a small number of people who meet the research criteria, and then the willing participants suggested by the participants are included in the study (Parker, Scott & Geddes, 2019).

Data collection tools

In the study, semi-structured interview form Q string and Q interview form, which is unstructured to indicate the reason for the high and low scores obtained from Q string, were used as data collection tools.

Data collection tool for the qualitative dimension of the research

In the qualitative phase of the study, a semi-structured interview form created by the researchers was used to obtain information from the participants. Before the interview form was created, the studies on career anxiety in the literature were examined and presented to the opinion of 3 experts working in the field of sports psychology. As a result of the feedback received after the expert opinions, formal and semantic corrections were made.

Data collection tool for the quantitative dimension of research

In the quantitative phase of the study, qualitative interview findings were used in the preparation of the Q method items. Based on the findings, six dimensions were created and a total of 16 items were written, eight of which were positive and eight were negative, in accordance with the purpose of the subject. Items are randomly numbered from 1 to 16.

Table 1. Factors used in the research

Assigning Factor	I find the number of assignments made in my field insufficient (1) I find the number of assignments made in my field sufficient (16)
Economic Factors	I think that the salary I will receive will not be enough if I find a job from the department I graduated from (9) I find the salaries in the sectors related to my field sufficient (13) The economic situation I am in is getting in the way of my career goals (14) The economic situation I am in does not prevent my career goals (8)
Merit	I think there is no merit system in our country. This situation creates career anxiety on me (3) I do not agree with the idea that there is a favoritism or incompetence in recruitment in our country (10)
Exam and Interview System	The interview system for personnel recruitment creates an unfair recruitment process (2) I think there should be an interview system in personnel recruitment (6)
Formation System	I think the formation system creates inequality of opportunity (7) I find the implementation of the formation system positive (11)
Quality of Education	I find the quality of the education I have received insufficient, and I think that this will negatively affect my career (12) I am satisfied with the quality of the education I have received (4)
Family Factor	The pressure my family puts on my career creates anxiety on me (15) My family has no negative influence on my career (5)

The question expressions mentioned under the factors in Table 1 were placed by the participants at the negative and positive ends in order of importance by using the Q string in Figure 1.

Figure 1. Which q string used in research

I do not agree		Unbiased	I Agree			
-3	-2	-1	0	+1	+2	+3

The Q string shown in Figure 1 is a data collection tool in which each question expression is placed separately in order of importance.

Table 2. Sample participant's code and analysis

CODE	Meaning
SMMS	Department of Sport Management Male Student
SMFS	Department of Sports Management Female Student
PTMS	Physical Education and Sports Teaching Male Student
PTFS	Physical Education and Sports Teaching Female Student
CEMS	Coaching Education Male Student
CEFS	Coaching Education Female Student

In Table 2, the codes created for the students of different departments participating in the research and their meanings are indicated.

Analysis of data

The data collected using the Q string were analyzed using the "PQMethod 2.35" program developed for Q method studies (Schmolck, 2015). He used factor analysis in the analysis of the data. The number of factors under which the participants gathered, that is, the people who answered similar question statements in common, were gathered in the same factor. In the study, similar and different factors were created by taking into account the statements that the participants participated the most and the least participated. The formula ($=2.58 \times (1 \div \sqrt{n})$) was used to accept the data as meaningful (Demir ve Kul, 2011). The significance in the current study was found to be 0.64. Values that receive meaningful results are shown using the X expression.

Findings

The findings obtained in line with the purpose of the research are presented below.

Table 3. Factor distributions

Exhibitor Number	Exhibitor Code	1 st Factor	2 nd Factor
1	SMMS	0.6010	-0.1819
2	SMMS	0.9184X	0.0652
3	SMMS	0.7531X	0.0021
4	SMMS	0.5264	-0.7071X
5	SMFS	0.8741X	0.3483
6	SMFS	0.7910X	-0.4062
7	SMFS	0.8874X	-0.0864
8	SMFS	0.6370	-0.2670
9	SMFS	0.8242X	-0.1830
10	SMFS	0.7952X	-0.2543
11	PTMS	0.8674X	-0.1115
12	PTMS	0.5936	-0.2354
13	PTMS	0.5969	0.3241
14	PTMS	0.7894X	-0.3243
15	PTMS	0.7628X	-0.0325
16	PTMS	0.9160X	-0.1123
17	PTMS	0.7240X	-0.1613
18	PTFS	0.7801X	0.4143
19	PTFS	0.7758X	-0.1106
20	PTFS	0.8042X	-0.0056
21	CEMS	-0.0587	0.3022
22	CEMS	0.7925X	-0.1308
23	CEMS	0.4879	-0.4580
24	CEMS	0.7281X	-0.5449
25	CEMS	0.6560X	0.3537
26	CEMS	-0.0273	0.0833
27	CEMS	0.2251	0.7402X
28	CEMS	0.3211	-0.2646
29	CEMS	0.3311	-0.5337
30	CEFS	0.6597X	0.2133
% Explained Variance		48	11

As can be seen in Table 3, 19 participants gathered under the 1st factor, 2 participants in the second factor, while 9 participants did not gather under any factor. These participants were not included in any factor in terms of their views on the students' career anxieties. The correlation between factors is presented in Table 4.

Table 4. Correlation between factors

Factors	1st Factor	2nd Factor
1st Factor	1.0000	-0.2027
2nd Factor	-0.2027	1.0000

As can be seen in Table 4, there is a very weak negative correlation between the 1st factor and the 2nd factor. The correlation analysis provides information about the proximity or distance of the factors from each other. A weak correlation indicates that the factors differ from each other, while a high correlation refers to the proximity of the factors to each other. As can be seen in Table 4, the factors differ significantly from each other. In other words, the participants formed two distinctly different groups in terms of their views.

Table 5. Factor 1 item importance ranking and Z scores

Question Phrases	Z-Score
(1) I find the number of assignments made in my field insufficient.	1.478
(2) The interview system in personnel recruitment creates an unfair environment.	1.665
(3) I think there is no merit system in our country. This situation creates career anxiety on me.	0.955
(5) My family has no negative influence on my career.	0.764
(14) The economic situation I am in affects my career goals negatively.	0.637
(9) I think that the salary I will receive will be insufficient if I find a job from the department I graduated from.	0.629
(12) I find the quality of the education I have received insufficient, and in this case, it affects my career anxiety positively.	0.309
(7) I think the formation system creates inequality of opportunity.	0.184
(11) I find the implementation of the formation system positive.	-0.216
(15) The pressure my family puts on my career creates anxiety on me.	-0.264
(4) I am satisfied with the quality of the education I have received.	-0.278
(8) The economic situation I am in does not prevent my career goals.	-0.894
(10) In our country, on the other hand, I do not think that there is a favoritism or incompetent environment in recruitment in our country.	-1.039
(13) I find the salaries in the sectors related to my field sufficient.	-1.040
(6) I think there should be an interview system in personnel recruitment.	-1.068
(16) I find the number of assignments made in my field sufficient.	-1.823

According to Table 5, in factor 1, z scores, which are the average value of the answers given by the participants to the questions related to career anxiety, were produced. The highest common answer (1) is that the number of appointments is insufficient. The factor that follows this most closely is the idea that (2) The interview system creates an unfair environment in the recruitment made in the field. In addition, (3) the Merit environment in the country has a positive effect on students' career anxiety, and (5) family pressure can be interpreted accordingly.

In addition, (10) The idea that there is no favoritism in recruitment in our country, (13) the salary wages are sufficient, (6) the idea that there should be an interview system in the recruitment of personnel and (16) the number of appointments made can be said to be the items that have the least impact on the future concerns of the students.

Table 6. Factor 2 item importance ranking and Z scores

Question Phrases	Z-Score
(6) I think there should be an interview system in personnel recruitment.	1.924
(15) The pressure my family puts on my career creates anxiety on me.	1.462
(11) I find the implementation of the formation system positive.	1.165
(12) I find the quality of the education I have received insufficient, and in this case, it affects my career anxiety positively.	1.110
(4) I am satisfied with the quality of the education I have received.	0.352
(2) The interview system in personnel recruitment creates an unfair environment.	0.055
(8) The economic situation I am in does not prevent my career goals.	0.000
(14) The economic situation I am in affects my career goals negatively.	0.000
(16) I find the number of assignments made in my field sufficient.	-0.055
(1) I find the number of assignments made in my field insufficient.	-0.241
(5) My family has no negative influence on my career.	-0.352
(10) In our country, on the other hand, I do not think that there is a favoritism or incompetent environment in recruitment in our country.	-0.758
(7) I think the formation system creates inequality of opportunity.	-0.814
(3) I think there is no merit system in our country. In this case, it causes me to have career anxiety.	-1.110
(13) I find the salaries in the sectors related to my field sufficient.	-1.221
(9) I think that the salary I will receive will be insufficient if I find a job from the department I graduated from.	-1.517

According to Table 6, 2. According to the students of the Faculty of Sports Sciences gathered under the factor, the biggest concern for career is (6) that there should be an interview system in personnel recruitment, and then (15) the career pressure of parents and the formation system in the continuation (11) were included as factors that caused career concerns (9) The factors of finding the salary to be sufficient and (13) not finding the salary sufficient could be said to be the ones that affected the anxiety the least.

Table 7. Distinguishing items

Question Phrases	Factor1	Factor1	Factor2	Factor2
	Q	Z	Q	Z
(1) I find the number of assignments made in my field insufficient.	3	1.67*	0	-0.24
(2) The interview system for personnel recruitment creates an unfair recruitment process.	2	1.48*	1	0.06
(3) I think there is no merit system in our country. This situation creates career anxiety on me.	2	0.96*	-2	-1.11
(5) My family has no negative influence on my career. I think that the salary I will receive will not be enough if I find a job from the department I graduated from.	1	0.76*	-1	-0.35
(9) I find the quality of the education I have received insufficient, and I think that this will negatively affect my career.	1	0.63*	-3	-1.52
(12) I think the formation system creates inequality of opportunity.	0	0.31	1	1.11
(7) I find the implementation of the formation system positive.	0	0.18*	-1	-0.81
(11) The pressure my family puts on my career creates anxiety on me.	0	-0.22*	2	1.17
(15) The economic situation I am in does not prevent my career goals.	0	-0.26*	2	1.46
(8) I think there should be an interview system in personnel recruitment.	-1	-0.89	0	0.00
(6) I find the number of assignments made in my field sufficient.	-2	-1.07*	3	1.92
(16)	-3	-1.82*	0	-0.06

p<.05; (*) p<.01

When the distinctive substances collected in the factor in Table 7 are examined; (1) I find the number of appointments made in my field insufficient, (2) I find the interview system in personnel recruitment inadequate in the justice system, and (3) I think that there is no merit system in our country can be said to be more effective on career anxiety. In addition, I do not think that there should be an interview system in personnel recruitment (6) and I find the number of appointments made in my field sufficient (16) can be said to have an important impact on career anxiety.

Qualitative findings on sports science students' career anxiety

The findings obtained from the answers to the questions “Why did you tick the +3 box for this statement?” and “Why did you tick the -3 box for this statement?” directed to the students to obtain more detailed information about their career anxieties are gathered under this heading.

As a result of the Q method analysis, the item 'I find the number of assignments made in my field insufficient (1)' was determined as the career problem that the students of the Faculty of Sports Sciences were most worried about. Followed by the items (2) The interview system in personnel recruitment creates an unfair recruitment process and (3) I think that there is no merit system in our country. This situation created career anxiety on me. As a result of this analysis, students' comments and views on this item are discussed below.

Opinions of students of the Department of Sports Management

"Since there is insufficient recruitment in my field. Some teachers cannot be assigned because the number of assignments is low despite having very high scores. I am extremely anxious about the assignment. Because I think there is nepotism in the assignments. (Mihriban)"

"I find the number of assignments made in my field insufficient. Because we are all manager candidates and we deserve to be assigned in the best way. (Mehmet)"

"I think the number of assignments in the field of sports management is insufficient. In our country, the sports management department does not get the value it deserves. Job opportunities in the state and private sectors are insufficient compared to Europe. (Participant)"

"The interview system in personnel recruitment creates an unfair recruitment process. We are already adequately equipped. Because we have received enough points from the public personnel selection exam, there is no need for repeated audits, especially for lack of merit, unfair supervision, and interview. The fact that an individual who scores 93 cannot be assigned because of an interview score of 58 is evidence of injustice. (Participant)."

"We had friends who were unfairly eliminated in the interviews, despite getting enough points. This causes us to become discouraged and lose our beliefs. (Participant)"

"One of the biggest problems in the country is lack of merit. The favoritism of some people is one of the biggest problems. The number of assignments is insufficient, and in most places, there is an influential contact system. I have no hope for the future. (Participant)"

As can be seen from the above-mentioned comments, the items that created the highest level of career anxiety in the students of the Sports Management Department were the number of appointments made in the field, lack of merit, and the existence of the interview system. These 3 items may cause intense career anxiety in students since they are issues that directly affect students' careers and business life.

Opinions of students of the Department of Physical Education and Sports Teaching

"I think my department is important. Currently, the number of these departments is increasing in many parts of Turkey. In this case, it causes a backlog in the field. However, while the number of students in the department is increasing day by day, the number of assignments is not increasing, on the contrary, it is decreasing. (Furkan)"

In our country, I am against people working in professions they do not deserve, not because they do their job well, but because they have effective acquaintances. Our situation would be much better if there was a merit system instead of a loyalty system, and only people who would do their job well were recruited in every profession. (Yasin)"

"I'm considering quitting my department as I hear the number of assignments. Although there are schools that lack so many sports teachers, the low number of assignments makes people hopeless. (Müşerref)"

"I think there is nepotism in interviews and I have seen examples of it many times. The system is not fair. (Ahmet)"

"The formation system is unfair. We study in this field for four years, but others can become teachers in a year by giving money. (Ramazan)"

Among the problems stated by the students of the Physical Education and Sports Teaching Department, the main ones are the inadequacy of the number of assignments, incompetence, and the lack of an equal and fair recruitment process in the interviews. In addition, one of the participants drew attention to the pedagogical formation system and mentioned that this situation affected his anxiety.

Opinions of students of the Department of Coaching Education

"Those who do not have enough knowledge and skills can come to good points in our country. The fact that there is injustice worries me (Participant)"

"There is a huge difference between the number of examinees and the quota of assignments. This leads to a situation where you cannot be assigned even though you scored very high. (Ramazan)."

"The number of appointments is seriously insufficient. After graduation, many people become unemployed. (Furkan)"

"I think there is no merit system in our country. (Vedat)"

When the above qualitative findings are considered, it was determined that the number of assignments and lack of merit, as in the previous sections, are the most influential factors for the anxiety of the students of the Coaching Department.

Discussion and Conclusion

In the research, the results of the opinions that the participants emphasized the most were given, and the discussion and recommendations related to these results were given.

As a result of the Q analysis, the item "*I find the number of assignments made in my field insufficient.*" emerged as the most significant career anxiety item revealed by the participants. The main factor that emerges most in the selection of this item is the fact that the number of assignments made in this field every year is not sufficient, and many sports science graduates are left unemployed despite getting high scores in the Public Personnel Selection Exam. The results obtained in the study of Çalı and Doğar (2021) support the present study. The low number of assignments is among the most significant reasons that increase students' career anxiety. It can be stated that the high scores obtained from the public personnel exam and the limited assignments are the positive determinants of career anxiety for students.

As a result of the Q analysis conducted, "*The interview system in personnel recruitment creates an unfair recruitment process.*" item appears as the factor that has the most significant effect on career anxiety after the number of assignments factor. The interview system is the evaluation and scoring of candidates by authorized persons before recruitment in the public sector. The students of the Faculty of Sports Sciences thought that this scoring system was made in an unfair environment and stated that they were adversely affected by this situation by losing their vested rights due to the interview system. The study results of Çalı and Doğan (2021), and Köybaşı, Teyyar, Yazıcı & İbicek (2018) showed similarities with the current study. The feeling of injustice experienced by

students in the interview system can be considered another significant factor in career anxiety.

The item "*I think there is no merit system in our country. This situation creates career anxiety on me.*" is also a factor that has a significant effect on students' career anxiety. The fact that the students of the Faculty of Sports Sciences think that there is a problem of merit in recruitment in our country is another problem that the students see as an obstacle in their career. Undergraduate students studying in the field of sports sciences consider that they will face an environment without merit in their future career and that regardless of their level of knowledge and skills, they will have difficulties in their career due to the favoritism of someone and may even be at the point of not being able to find a job.(Agun, Üçok & Küçük, 2021; Van Hooft & Stout, 2012) found similar results to the current study. It is considered that the lack of fair recruitment in the current system and the hiring of uninformed people is a significant factor that directly affects students' career anxiety.

The item "*My family has no negative influence on my career.*" In the study, it was seen from the findings obtained from the study that the pressure exerted by family members had a positive effect on career anxiety (Agrawal & Chahar, 2007; Mojgan, Kadir & Soheil, 2011; Pesarik et al., 2017) have yielded similar results to the current study. The reason for this situation can always be explained by the active role of the family in determining career.

As a result, according to the obtained data, the subjects in which the career anxiety of students studying at the Faculty of Sports Sciences are common are; insufficient number of appointments according to the graduated department, lack of merit and the existence of an interview system can be listed as the main reasons that increase career anxiety.

Recommendations

- The number of assignments made each year can be increased.
- In public recruitment, the interview system can be abolished and a more transparent and trusting recruitment system can be created instead.
- For the Faculty of Sports Sciences students, studies that will inform them on careers such as symposiums and training can be increased.
- Support can be provided to private institutions that will serve in the field of sports. In this way, there may also be an increase in employment.

Author Note

This study was produced from the unpublished master's thesis of Ali Ulaş Yüksel, who graduated from Burdur Mehmet Akif Ersoy University Social Sciences Institute Sports Management Master's program, "Examination of career anxiety of students studying at the Faculty of Sports Sciences through Q method".

Conflict of Interest

There is no conflict of interest between the authors regarding the publication of this article.

Author Contributions

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