The Relationship between Communication Skills and Career Awareness: An Example of Sports Sciences Faculty Students

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Abstract

The main aim of the research was to determine the relationship between communication skills and career awareness of individuals studying at the faculty of sports sciences. This study was performed according to the relational screening model. The study group of the research consisted of a total of 386 students, 215 males and 171 females, studying at Istanbul University-Cerrahpaşa Faculty of Sports Sciences. In addition to the personal information form in the research, the "Communication Skills Evaluation Scale (CSES)" was developed by Korkut (1996) and the "Career Awareness Scale (CAS)" was developed by Yaşar and Sunay (2019) were used as data collection tools. It was accepted that the research data showed a normal distribution according to the skewness and kurtosis values. After the research data showed normal distribution, t-test, ANOVA and Pearson correlation test were applied in the analysis. In the research results, no significant difference was found between the communication skills of Sport Sciences students according to their gender and grade levels. However, a significant difference was determined between the sub-dimensions of career awareness according to the variables of individuals' gender and class. As a result of the research, a positive moderate relationship was determined between communication skills and career awareness. Considering that as the communication skills of the students studying at the faculty of sports sciences increase, their career awareness will increase, it is recommended that more studies be conducted to increase the communication skills of the students.

Keywords: Sports sciences, Communication, Communication skills, Career, Career awareness

1. Introduction

People, as social beings, must continually interact with their surroundings, including other people. This obligation requires people to live in a balanced and harmonious manner while also meeting their necessities. They must learn the laws that govern these interpersonal relationships, as well as their roles and responsibilities toward one another and act accordingly. This necessity can be achieved with communication because communication is an indispensable phenomenon of daily life (Karacan Doğan, 2016). When the literature is examined, numerous definitions of the concept of communication can be found. Gilligan et al. (2018) have defined communication as the sharing of information between individuals. While Antai-Otong (2007) defined people's feelings, thoughts, attitudes and ideas as an action or a process of exchange between each other through speech, writing and signs, Güven (2013), on the other hand, expressed communication as the effort put forward to share qualities such as knowledge, thought, idea or behaviour among people or groups. As it can be understood from the definitions, communication is the necessity of people living together and becoming social beings. The adequacy of the relationship between people as quality and power is related to the healthy and successful establishment of communication. Because the healthier and more understandable the communication, the more success, economic and social development and personal integrity develop (Karacan Doğan, 2016).

In order to establish healthy communication, it is necessary to have some skills (Alaca, 2019). One of these skills is communication skills. Communication skills form the basis for many skills and can be defined as sensitivity to verbal and non-verbal messages, listening and responding effectively (Kılcıgil et al., 2009). In a similar definition, Baker and Shaw (1987) have defined communication skills as "the way of listening and reacting to verbal and non-verbal messages". Gibson and Mitchell (1995) also have emphasized sensitivity to non-verbal messages and effective listening while talking about communication skills. Although there are people who think that communication skills emerge from birth and through intuition, many studies have shown that many elements of communication techniques have both learnable and teachable features (Corey, 2001). People who do not have sufficient communication skills can act aggressively and shyly and experience various problems in their interpersonal relations, especially the problem of harmony. Therefore, having communication skills is one of the most important needs for maintaining satisfactory and healthy interpersonal relations (Ceyhan & Yelpaze, 2017).

The word career can be defined as the path people follow to achieve success in their working life (Avunduk & Ertekin, 2020). Arthur et al. (2005), on the other hand, have defined career as the evolving series of work experiences of individuals over time. Career awareness is one of the most important steps in career progression (Öztürk, 2020). Career awareness contains various sub-titles such as basic information about occupations, requirements related to education and skills, requirements in the natural environment of jobs and professional expectations (Nasir & Lin, 2013). However, career awareness is seen as a necessary precursor to other components of career development. The reason for this is that people's level of interest in a field or various professional groups is not considered sufficient. Considering this situation, it is thought that the knowledge and awareness of the current opportunities related

to the careers of students is not sufficient (Cohen & Patterson, 2012). Whereas, in order to ensure career awareness of individuals, activities related to career awareness should start as of primary school age and this process should be continued (Colston et al., 2017).

Studies showed that students gain career awareness when they reach the end of their education years (Atfield & Puecell, 2010). Career awareness, which is known to start from the primary school age, should be a feature that is found more clearly in university students, individuals with high career awareness can make significant differences in their careers in the future (Ertekin, 2020). For this reason, it has been reported that career awareness is vitally important for individuals to direct their business life correctly (Yaşar & Sunay, 2019). There are studies examining the relationship between communication skills and many concepts.

For instance, Seçkin Ağırbaş et al. (2020) have found that as individuals' communication skills increase, their self-efficacy also increases, Raeissi et al. (2019) have found a strong relationship between communication skills and emotional intelligence and in the study conducted by Piji Küçük (2012), it has been found that as students' communication skills increase, their problem-solving skills also increase. In the study conducted by Gülbahar and Sıvacı (2018), it has been found that as the communication skills of teacher candidates increase, the perception of classroom management competence also increases, and Dalli et al. (2017) have found that as students' communication skills increase, their level of entrepreneurship also increases. Moreover, in a study by Siyahtaş and Çavuşoğlu (2021), it has been found that as individuals' communication skills increase, their hopelessness decreases, in the study conducted by Daşçi (2019), it has been found that as individuals' communication skills increase, their social skills also increase, and in the study conducted by Kırık and Sönmez (2017), it has concluded that as communication skills increase, the happiness of individuals also increases. On the other hand, studies related to the careers of individuals were also encountered. Akdemir et al. (2015) have examined career planning and motivation, Kılıç et al. (2020) have examined the attitudes towards the career future of students, and Ertekin (2021a) has examined the career planning attitudes of young individuals. Moreover, there are studies examining the relationship between career awareness and entrepreneurship of individuals studying in the field of sports education by Ertekin (2020), and Ağaoğlu et al. (2013) have examined the career perceptions. As can be seen, many studies have been conducted on both communication skills and career. In this context, this research aimed to examine the relationship between the communication skills and career awareness of the students of the faculty of sports sciences.

2. Method

2.1 Research Model

In this study, screening model, one of the quantitative research methods, was used. This study performed according to relational screening model. Relational screening model is a research model that aims to determine the existence and/or degree of change between two or more variables (Karasar, 2020).

2.2 Research Group

A total of 386 students, 215 males and 171 females, selected by easy sampling method, studying at Istanbul University-Cerrahpaşa Faculty of Sports Sciences, participated in the study group of the research.

2.3 Data Collection Tools

In the research, "personal information form" created by the researcher to determine the personal characteristics of the individuals studying at the university was used as a data collection tool. In addition to the personal information form, "Communication Skills Evaluation Scale (CSES)" and "Career Awareness Scale (CAS)" were used in the study.

2.3.1 Communication Skills Evaluation Scale (CSES)

CSES was developed and its validity and reliability were performed by Korkut (1996) to measure the communication skills of individuals. The scale consisted of a 5-point Likert type (1-never, 5-always). CSES consisted of 25 questions in one dimension. The calculated Cronbach Alpha internal consistency coefficient of the scale was determined as .80. The Cronbach Alpha internal consistency coefficient calculated for this study was determined as .77.

2.3.2 Career Awareness Scale (CAS)

CAS was developed by Yaşar and Sunay (2019) to measure the career awareness of individuals studying in the field of sports sciences. CAS consisted of a 5-point Likert type and scored as (5-strongly agree; 1-strongly disagree). CAS consisted of 18 items and 4 sub-dimensions. These sub-dimensions were Professional Development Susceptibility, Professional Readiness, Professional Consciousness and Professional Self-Confidence. The calculated Cronbach Alpha reliability coefficient of the scale was determined as .92. The coefficient calculated for this study was determined as .85.

2.4 Analysis of Data

The data collected from the research group were analyzed in the SPSS 20th package program. Frequency (f), percentage (%), arithmetic mean (Mean) and standard deviation (ss) were used as methods for evaluating the data. The tests to be used for the analysis were decided according to whether the data showed normal distribution or not. According to the skewness and kurtosis values, it was decided whether the data showed a normal distribution. According to Büyüköztürk (2014), if the obtained data is in the range of -1 and +1, it can be accepted that the data show normal distribution. Therefore, as it can be seen in Table 2, since our research data were in this range, it was accepted that the data showed normal distribution. After the data showed normal distribution, parametric tests were used in the analysis. Independent samples t test, ANOVA and Pearson correlation test were used in the analysis of the data. Besides, Tukey test was applied to determine the differences between groups. Research data were tested at 95% confidence interval (a = 0.05).

3. Results

Table 1. Distribution of individuals' personal information

		f	%
Gender	Male	215	55.6
	Female	171	44.3
	Total	386	100.0
Age groups	18-21	106	27.4
	22-25	189	48.9
	26 and older	91	23.5
	Total	386	100.0
Department	Physical Education and Sports Teaching	149	38.6
	Coaching Education	101	26.1
	Sports Management	136	35.2
	Total	386	100.0
Grade	1. grade	74	19.1
	2. grade	93	24.0
	3. grade	121	31.3
	4. grade	98	25.3
	Total	386	100.0

Table 1 showed the distribution of personal characteristics of the individuals participating in the research. When the table was examined, it was determined that 215 (55.6%) of the individuals were "male", and 171 (44.3%) were "female" participants. Besides, it was determined that 106 (27.4%) of the individuals were in the "18-21 age group", 189 (48.9%) were in the "22-25 age group", and 91 (23.5%) were "26 years old and over". When the distribution of the research group according to the departments was examined, it was understood that 149 (38.6%) of the individuals in the "Physical Education and Sports Teaching" department; 101 (26.1%) of them in the "Coach Training" department, and 136 of them (35.2%) were educated in the "Sports Management" department. Considering the grades, it was seen that 74 of the individuals (19.1%) were in the first grade; 93 of them (24%) were in the 2nd grade; 121 (31.3%) of them were in the 3rd grade, and 98 of them (25.3%) were in the 4th grade.

Table 2. Scores obtained from the scales

Sub-dimensions	Item number	n	x̄	Ss	Skewness	Kurtosis
Communication skills	25	386	4.25	0.74	-.68	.51
CAS	18	386	72.21	12.36	-.54	.63
PDS	6	386	21.26	5.19	-.63	.54
PR	4	386	16.17	3.22	.48	-.74
PC	4	386	15.47	3.16	-.57	.32
PSC	4	386	15.32	2.93	.59	-.56

Note. CAS: Career Awareness Scale; PDS: Professional Development Susceptibility; PR: Professional Readiness; PC: Professional Consciousness; PSC: Professional Self-Confidence.

Table 2 showed the mean, standard deviation, skewness and kurtosis scores of the obtained scale scores of the individuals participating in the research. According to the table, it was determined that the average of individuals' communication skills was 4.25. The mean obtained by individuals from the CAS was 72.21. Considering the sub-dimensions, the highest mean (x̄ = 21.26) was in the "Professional Development Susceptibility; the lowest mean (x̄ = 15.32) is in the "Professional Self-Confidence" sub-dimension.

Table 3. The effect of gender on communication skills and career awareness

	Male (N = 215)		Female (N = 171)		Sd	t	p
	Mean	Ss	Mean	Ss			
Communication skills	3.75	0.87	3.73	0.76	384	1.368	.127
Career Awareness							
PDS	22.17	4.12	20.18	3.97	384	1.474	.163
PR	12.26	3.07	11.38	2.68	384	2.671	.456
PC	11.45	2.38	10.08	2.14	384	4.255	**.000***
PSC	13.58	3.16	12.27	2.95	384	1.876	.257

Note. PDS: Professional Development Susceptibility; PR: Professional Readiness; PC: Professional Consciousness; PSC: Professional Self-Confidence

Table 3 showed the t-Test results of independent samples performed to determine whether gender affected communication skills and career awareness.

According to the table, there was no statistically significant difference between the communication skills of individuals according to their gender ($t_{(384)} = 1.368$; $p > 0.05$).

While there was no statistically significant difference between the sub-dimensions of career awareness, "professional development susceptibility", "professional readiness" and "professional self-confidence" according to the gender of the individuals ($p > 0.05$), a significant difference was found between "professional consciousness" ($t_{(384)} = 4.255$; $p < 0.05$).

Table 4. The effect of grade level on communication skills and career awareness

	1. Grade (N = 74)		2. Grade (N = 93)		3. Grade (N = 121)		4. Grade (N = 98)		F	p	Difference
	Mean	Ss	Mean	Ss	Mean	Ss	Mean	Ss			
Communication skills	3.83	1.02	3.81	1.79	3.86	1.21	3.96	1.24	.527	.758	
Career Awareness											
PDS	19.23	3.35	18.23	3.44	19.38	3.52	20.60	3.65	1.257	.286	
PR	13.11	2.37	13.56	2.24	14.02	2.31	14.65	2.37	4.256	**.000**	1-4
PC	10.42	2.74	10.12	2.18	11.32	2.10	13.12	2.09	3.641	**.020**	1-4
PSC	11.65	2.61	12.31	2.35	11.78	2.48	12.54	2.35	3.565	**.035**	1-4

Note. PDS: Professional Development Susceptibility; PR: Professional Readiness; PC: Professional Consciousness; PSC: Professional Self-Confidence.

Table 4 showed the results of ANOVA conducted to determine whether there was a significant difference between the communication skills and academic awareness of the individuals according to the grade level variables.

When the table was examined, no significant difference was found between the communication skills of the individuals according to their grade levels ($F_{(3-382)} = .527$; $p > 0.05$).

Considering the career awareness of individuals according to their grade levels, no significant difference was found between career awareness sub-dimensions, "professional development susceptibility" ($F_{(3-382)} = 1.257$; $p > 0.05$). However, among the sub-dimensions of career awareness, statistically significant difference was determined between "professional readiness" ($F_{(3-382)} = 4.256$; $p < 0.05$), "professional consciousness" ($F_{(3-382)} = 3.641$; $p < 0.05$) and "professional self-confidence" ($F_{(3-382)} = 3.565$; $p < 0.05$). As a result of the Tukey analysis performed to determine the differences, the significance of the sub-dimensions in which significant differences were detected was found to be significant between the 1st grade students and the 4th grade students. It was determined that the difference in the means was in

favor of the individuals studying in the 4th grade.

Table 5. The relationship between communication skills and career awareness

	Communication skills	PDS	PR	PC	PSC
Communication skills	1	.235	.217	**.286**[*]	**.374**[*]
PDS	.235	1			
PR	.217		1		
PC	**.286**[*]			1	
PSC	**.374**[*]				1

Note. PDS: Professional Development Susceptibility; PR: Professional Readiness; PC: Professional Consciousness; PSC: Professional Self-Confidence.

The results of the Pearson correlation test, which was conducted to determine the relationship between communication skills and career awareness sub-dimensions, following the analysis of the scores obtained from the individuals participating in the research were given in Table 5.

According to the results of the analysis, no statistically significant relationship was found between the "professional development susceptibility" ($p > 0.05$) and the "professional readiness" ($p > 0.05$) sub-dimensions of communication skills and career awareness. A statistically significant relationship was found between the "professional consciousness" ($p < 0.05$) sub-dimension and the "professional self-confidence" ($p < 0.05$) sub-dimensions of communication skills and career awareness. While there is a moderate positive correlation between communication skills and professional consciousness sub-dimension ($r = .28$); A positive moderate relationship was also found between communication skills and professional self-confidence ($r = .37$).

4. Discussion

This research aimed to determine the relationship between communication skills and career awareness. For this purpose, the data obtained from individuals studying at the faculty of sports sciences were analyzed and discussed below with the results in the literature.

In the results, although the mean scores of communication skills were in favour of male individuals, no statistically significant difference was found between communication skills according to gender. In the literature, we encountered studies that both obtained parallel results with our research (Baykara Pehlivan, 2005; Gülüm, 2019; Günönü Kurt, 2019) and that did not show parallelism with the results of our research (Koç et al., 2015; İliş, 2018; Siyahtaş & Çavuşoğlu, 2021).

There was no statistically significant difference between the communication skills of the

individuals according to their grade levels. In the study conducted by the Tepeköylü et al. (2009) research group of physical education and sports school students, no significant difference was found between students' communication skills according to their grade levels. Therefore, these results of our research showed parallelism with the results of the conducted research. Tepeköylü et al. (2009) attributed the fact that the grade level did not affect the communication skill, due to the nature of this department, students do not perceive themselves differently in their interpersonal communication regardless of their grade level.

There was no statistically significant difference between the sub-dimensions of career awareness, "professional development susceptibility", "professional readiness" and "professional self-confidence" according to the gender of the individuals. However, a statistically significant difference was found between the "professional consciousness" sub-dimension according to the gender of the individuals. It was seen that the significant difference was in favour of "male" individuals. With these findings, it can be said that the professional consciousness of male individuals studying at the faculty of sports sciences was higher than female individuals. In the study conducted by Ertekin (2020), it was determined that the professional consciousness of male individuals studying in the field of sports was higher than female individuals and a statistically significant difference was found. Similarly, Büyükyilmaz et al. (2016), and Kılıç et al. (2020) concluded that male individuals have higher knowledge of the labour market than female individuals.

When the results of the analysis made to determine the differences between the sub-dimensions of career awareness according to the class levels of the individuals studying at the faculty of sports sciences were examined; no significant difference was found between the professional development susceptibility of the individuals according to the class variable. However, in other sub-dimensions, significant differences were found in favour of 4th-grade students. With these results, it can be said that the vocational readiness, professional consciousness and professional self-confidence of the individuals studying at the faculty of sports sciences were higher than those studying in other classes. In the study conducted by Ertekin (2021b), it was determined that the 4th-grade students studying in the sports manager department of the faculty of sports sciences have higher perceived job market knowledge in the future than the 3rd-grade students. These results were expected, as the grade levels of the students increase, it was expected that their professional consciousness can increase. It can be thought that the students of the faculty of sports sciences while continuing their education were actively working in the job market as well.

While considering another result of the study no significant relationship was found between "professional development susceptibility " and "professional readiness", which were sub-dimensions of communication skills and career awareness; a statistically positive moderate relationship was determined between communication skills, "professional consciousness " and "professional self-confidence". With these results, it can be said that as students' communication skills increase, their professional consciousness and self-confidence can increase from career awareness.

5. Conclusion

The main aim of our research was to determine the relationship between communication skills and career awareness of students studying at the faculty of sports sciences. In addition, it was to determine the differences between communication skills and career awareness according to some variables. While research results showed that there was no significant difference between the communication skills of individuals according to their gender. A significant difference was determined between the "professional consciousness" sub-dimension of career awareness. There was no significant difference between the communication skills of the individuals according to the grade level variable. However, when the effect of the class variable on career awareness was examined, it affected " professional readiness", "professional consciousness" and " professional self-confidence" was determined. When the results were examined in line with the main purpose of our research, a positive and significant relationship was found between communication skills and career awareness, professional consciousness and professional self-confidence. In other words, it can be said that as students' communication skills increased, their career awareness can also increase. Therefore, it was recommended that students of sports sciences faculties, especially university administrations, should focus on studies that can increase their communication skills to increase their career awareness.

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