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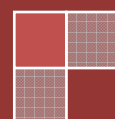
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Analysis of Professional Maturity Levels of Candidates Who Take Special Skill Talent Exam

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ABSTRACT

The purpose of this research is to analyse Professional maturity levels of candidates who take special talent tests at Erciyes University The School of Physical Education and Sports by some variables. 705 of 1395 candidates, who have taken special talent tests at Erciyes University The School of Physical Education and Sports, have been chosen randomly and attended voluntarily to the research. Professional maturity scale and personal information form prepared by the researcher are used as data collection tools in the research. Acquired data is analysed statistically using SPSS 20.0 packaged software. Personal information and total inventory points and factor points are given by identifying frequency (f) and percentage (%) values. In order to present the relation between points acquired from scales Mann-Whitney U test statistic is used in comparisons by gender and branches while Kruskal Wallis test statistic is used in comparisons by age, field, points of transition to higher education examination and place they live. In conclusion; professional maturity levels of the candidates who take special talent tests are analysed, there is no statistical difference by gender and age while statistically significant differences are identified by field, points of transition to higher education examination, branch and place they live.

Key Words: Professional maturity, special talent, university

INTRODUCTION

In today's modern societies, professions are the most important activities which enable individuals to gain place and status in societies, to become financially independent, help them to realize themselves, make the life meaningful. Selection of these important activities is possible through healthy decisions given by the individuals. Because the primary objective of profession choice which is a milestone in individuals' lives, is to plan a happy future (Gölbahçe, 2007).

The society expects individuals of certain age to show some profession attitude and behaviours. In this respect, professional maturity is the period of having skills that are predicted by some professions to make the profession (Aşkın, 2003: p.28). Bowsbey defines professional maturity as; "an individual's enter into decision-making period, gaining awareness of his own skills, interests and values and having information about professions, specifying profession areas compatible with his qualities and condition he is in and readiness to take necessary steps to reach his goals " (qtd. Dölek, 2008: 108).

When above mentioned definitions' common features' examined, individual's readiness level is emphasized in his coping with developmental tasks, current career development phase and making profession decision by his

age, collecting information about himself and others. In addition, it is seen that attention is drawn to information level on himself and profession types, and level of factuality and consistency of his choice (Oğuz, 2008).

When choosing a profession, it is required to recognize all professions which are open to us entirely, evaluate our needs, expectations, interests and skills and decide to head for the profession which is suitable for us to achieve satisfaction in our career. Such decisions are highly important in human life. Therefore it is inevitable to say that profession choice is the most important decision for us (Sarucan, 2007).

As to Super and Jordan, there are two ways to measure one's professional maturity. First is to compare individual's current place on development line with the professional development grade one should be in that age, second is to see where individual's maturity level is among others' being on the same step in terms of their fulfilment of development tasks (Kuzgun, 2000: 178).

When above mentioned information examined all in all it is seen that professional maturity term can be effective at different sizes and levels in different fields of life. When literature reviewed, it is seen that there are studies which analyse professional maturity terms on various sample groups (Oğuz, 2008, Sekmenli, 2000, Sürücü, 2005). However it is ascertained that there are few studies analysing professional maturity levels in the field of physical education and sports. This study is thought to fill the deficiency in the field of physical education and sports and bring a different perspective. The general purpose of the study in this context is analysis of professional maturity levels of candidates who take special talent tests at Erciyes University the school of physical education and sports.

MATERIAL – METHOD

Model of the Research

This study is of relational screening. This screening model can be defined as, "... research model aiming to assign the presence or degree of covariance among two and more variables" (Karasar, 2007: 49-53).

Research Group

Study group consists of candidates who take special talent tests at Erciyes University The School of Physical Education and Sports. 705 candidates, chosen randomly, attended to the research.

Data Collection Tools

Professional attitude scale and socio-demographic information form are applied as data collection tools in the research.

Socio-Demographic Information Form

Socio-Demographic Information Form includes 6 questions to gain information about participants' age, gender, field, points of transition to higher education examination, branch and place they live.

Professional Maturity Scale

This inventory is developed by Kuzgun and Bacanlı (1996). Reliability is calculated by internal consistency and stability factors. Internal consistency is calculated as @ (alfa) = 0,89 from 100 high-schooler at 3rd grade. stability factor is applied to 50 students 5 weeks later. Person- multiplying correlation coefficient calculated as $r = ,82$. Having points below than corresponding to 50th percentage (143): are those whose professional maturity levels are low. Those people should improve their professional maturity levels in order to make accurate profession choice. Having points corresponding to 50-75% (143-155) : are those who have reached professional maturity level. However Those people should also improve their professional maturity levels in order to make more accurate profession choice. Having points above than corresponding to 75th percentage (155): are those who have reached expected professional maturity level. Rise of professional maturity levels are in direct proportion to accurate profession choice. Therefore, those being in the last group are suggested to continue improving their analyse and research behaviours in order to choose profession relevant their skills, interests and values.

Data Analysis

Acquired data from personal information form, general self-efficacy and questioning skill scale are encoded to SPSS 20.0 packaged software and analyses are made through this program. Kolmogorov-Smirnov (Kalaycı, 2009) test is done in order to decide statistic type to be used in the study. Because data don't range normally, nonparametric test statistics are used. In order to present the relation between points acquired from scales Mann-Whitney U test statistic is used in comparisons by gender and branches while Kruskal Wallis test statistic is used in comparisons by age, field, points of transition to higher education examination and place they live.

FINDINGS

Table 1. Socio-demographic features of participants

	Variables	N	%
Gender	Male	422	59.9
	Female	283	40.1
Age	17-21	404	57.3
	22-25	271	38.5
	26 and more	30	4.2
Field	Mathematical	39	5.5
	Non-Math	580	82.3
	Math and Literature	86	12.2
Transition to higher education exam point	180-220	401	56.9
	221-260	282	40.0
	261-300	17	2.4
	301 and more	5	0.7
Branch	Individual Sports	160	24.4
	Team Sports	385	58.8
Place they live	Mediterranean	89	12,6
	Black Sea	11	1,6
	Aegean	6	0,9
	Marmara	18	2,6
	South-eastern Anatolia	30	4,3
	Eastern Anatolia	137	19,4
	Central Anatolia	414	58,7

Socio-demographic features of participants are shown on the Table 1.

Table 2. Evaluation of Participants' Professional Maturity Levels By Gender

	Gender	<i>n</i>	<i>median</i>	<i>min</i>	<i>max</i>	<i>Z</i>	<i>P</i>
Professional Maturity	Bay	422	147,00	100,00	188,00	-1,794	,073

Bayan 283 147,00 89,00 188,00

When table 2 examined; it is determined that there is no statistically significant difference between participants' professional maturity scores by gender.

Table 3. Evaluation of Participants' Professional Maturity Levels by Age

	Age	<i>n</i>	<i>median</i>	<i>min</i>	<i>max</i>	<i>X</i> ²	<i>P</i>	<i>U</i>
Professional Maturity	18-21 ¹	404	147,00	89,00	188,00			
	22-25 ²	271	147,00	100,00	188,00	5,719	,057	-
	26 and over ³	30	145,00	104,00	188,00			

When table 3 examined; it is determined that there is no statistically significant between participants' professional maturity scores by age ($p>0.05$).

Table 4. Evaluation Of Participants' Professional Maturity Levels By Fields

	Field	<i>n</i>	<i>median</i>	<i>min</i>	<i>max</i>	<i>X</i> ²	<i>P</i>	<i>U</i>
Professional Maturity	Mathematical ¹	39	125,00	89,00	187,00			1-2
	Non-Math ²	580	147,00	100,00	188,00	74,359	,000	1-3
	Math and Literature ³	86	157,50	122,00	188,00			
								2-3

When table 4 examined; it is determined that there is statistically significant difference in participants' professional maturity scores between mathematical and non-math , mathematical and math and literature scores($p<0.05$).

Table 5. Evaluation of Participants' Professional Maturity Levels by Transition to higher education exam points

	Transition to higher education exam points	<i>n</i>	<i>median</i>	<i>min</i>	<i>max</i>	<i>X</i> ²	<i>P</i>	<i>U</i>
Professional Maturity	180-220 ¹	401	145,00	89,00	187,00			1-2
	221-260 ²	282	153,00	100,00	188,00	42,531	,000	1-3
	261-300 ³	17	155,00	144,00	188,00			
	300 and over ⁴	5	177,00	144,00	188,00			1-4

When table 5 examined; it is determined that there is significant difference in participants' professional maturity scores between 180-220 and 221-260, 180-220 and 261-300, 180-220 and 300 and over ($p<0.05$).

Table 6. Evaluation Of Participants' Professional Maturity Levels By Branches

	Branch	<i>n</i>	<i>median</i>	<i>min</i>	<i>max</i>	<i>Z</i>	<i>P</i>
Professional Maturity	Individual	433	148,00	101,00	188,00		
	Team	272	145,00	89,00	188,00	-5,296	,000**
	Team	272	20,00	8,00	26,00		

When table 6 examined; it is determined that there is statistically significant difference in participants' professional maturity scores between individual and team sports ($p<0.05$).

Table 7. Evaluation Of Participants' Professional Maturity Levels By regions they live

	Region	<i>n</i>	<i>median</i>	<i>min</i>	<i>max</i>	<i>X</i> ²	<i>P</i>	<i>U</i>
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Professional Maturity	Mediterranean ¹	89	152,00	107,00	188,00	15,658	,016	1-4
	Black Sea ²	11	152,00	101,00	175,00			
	Aegean ³	6	144,50	105,00	179,00			
	Marmara ⁴	18	130,50	106,00	185,00			
	South-eastern Anatolia ⁵	30	147,00	100,00	188,00			
	Eastern Anatolia ⁶	137	147,00	101,00	188,00			
	Central Anatolia ⁷	414	147,00	89,00	188,00			

When table 7 examined; it is determined that there is statistically significant difference in participants' professional maturity scores between Mediterranean and Marmara region scores ($p < 0.05$).

DISCUSSION AND RESULT

In the presented study it is determined that there is no statistically significant difference between participants' professional maturity scores by gender ($p > 0.05$). When literature reviewed, there are studies arguing that there is no significant difference between participants' professional maturity scores by gender variable Kağnıcı, 1999; Mathewson and Orton, 1963; Sahraç, 2000; Saracaloğlu, Karasakaloğlu and Gencel, 2010: 265-283; Sekmenli, 2000; Sürücü, 2005; Taşkıran, 2008; Touma, 1997; Vriend, 1969: 377-380; Westbrook, et al. 1990: 20-32; Yazar, 1997; Zeren, 1999). These studies show parallelism with this research. In different researches, it is encountered that there is significant difference in professional maturity levels by gender (Akbiyık, 1991; Akbalık, 1996; Bal, 1998; Creed ve Patton, 2003: 277-290; Çakar, 1997; Lau, Low ve Zakaria, 2013: 36-42; Kalafat, 1998; Otrar, 1997; Yazar, 1997). The presented study shows that there is no participants' gender change has no effect on professional maturity levels. This situation is thought to be resulted from that, those who have taken special talent test have made their future career plannings regardless of gender differences.

When participants' professional maturity levels by age examined, it is determined that there is no statistically significant difference ($p > 0.05$). There are studies arguing that there is no significant difference in professional maturity levels by age variable in the literature (Çakar, 1997; Kağnıcı, 1999; Kutluğ, 2007; Mathewson ve Orton, 1963). These studies show parallelism with this research. In different researches, it is encountered that there is significant difference in professional maturity levels by age (Creed ve Patton, 2003: 277-290; Patton ve Creed, 2002: 69-85). This is a contradictory situation. In this study, it is thought that because those who are at universal education level have reached specific professional maturity level regardless of age group, there is no difference in professional maturity levels by age variable.

Statistically significant differences are identified between professional maturity scores by participants' fields ($p < 0.05$). When literature examined, there are some studies that analyse professional maturity levels by field variable showing parallelism with our study (Acısu, 2002; Akbalık, 1996). In other studies, the result is that there is no significant difference in professional maturity levels by field variable (Emilova, 2014; Zeren, 1999). The reason why students from Math and Literature field have high scores is because it offers more profession alternatives to the students. The reason why students from math field have higher scores in general self-efficacy levels is because they have competence both in mathematical and non-mathematical field.

Statistically significant differences are identified between professional maturity scores by participants' Transition to higher education exam points ($p < 0.05$). when literature examined, any study analysing professional maturity levels by participants' transition to higher education exam point variable has been encountered. Students having high exam score, have high levels of professional maturity because they are aware that their exam scores are effective in their success and they prefer this department more for their future plannings.

Statistical significant differences are identified between professional maturity scores by participants' branch variable ($p < 0.05$). When literature examined, any study analysing professional maturity levels by participants' branch variable has been encountered. Professional maturity levels are higher in Individual sports branches than team sports branches because in individual sports individuals are conscious of having the full responsibility on themselves.

Statistical significant differences are identified between professional maturity scores by regions where participants live ($p < 0.05$). When literature examined, there are some studies determining that there is no significant difference between regions they live and their professional maturity levels (Acısu, 2002; Akbiyık, 1991; and Kutluğ, 2007). These studies have no parallelism with our study. In presented study, Statistical

differences are identified between professional maturity scores by regions where participants live because profession alternatives offered to the individuals change region by region due to their population level.

In conclusion, when professional maturity levels of whom take special talent tests examined; there is no statistical differences by gender and age while there are statistically significant difference by field, transition to higher education exam scores, branch and regions they live.

SUGGESTIONS

- This research has been practised on candidates who take special talent tests at Erciyes University the school of physical education and sports. In later studies population and sample can be extended. By doing similar researches, the results can be compared.
- Activities should be carried out to improve participants' professional maturity.
- An educational environment can be created by giving the participants chances of selection and self-expression to make them feel more comfortable.

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