



SERIOUS LEISURE CAREER IN STUDENTS' CAREER FUTURE

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Abstract:

The aim of this research is to examine the current status of university students who are members of the university communities, through their activities in the communities, towards serious leisure and career future. At the same time, the extent to which some variables change these parameters and the impact of a serious leisure career on the future of the career were evaluated. In this context, "Serious Leisure Career" which is developed by Ayyıldız, Özdemir and Karaküçük (2020) and "Career Futures Inventory (CFI)" which is developed by Rottinghaus, Day and Borgen, (2005), translated to Turkish culture by Ağargün et al., (2005) and which is evaluated about psychometric properties in Turkish sample by Kalafat (2012) is used. While analysis; descriptive statistics, independent sample T test, one-way analysis of variance (ANOVA) test, Tukey (HSD-LSD) test, Pearson Correlation test and regression analysis were used for in-group comparisons. As a result of the research, it can be said that serious leisure and career future are differentiated by certain variables and serious leisure career, which is an important factor affecting future career, is a tool to increase positive perception of career.

Keywords: student communities, serious leisure career, career future

1. Introduction

As a concept, career can refer to the individual's movement through time and space. It can also focus on the intersection of individual biography and social structures. One way that the term 'career', or more specially 'careers', is to refer to the patterns and sequences of occupations and positions occupied by people across their working lives. While this is a common meaning attributed to career in the academic and professional literature, it is even more so in lay understanding (Collin & Young, 2000: 3). Career is the combination of activities required by all life roles that an individual has at any time in life (Özkan, 2017). Career is also used as a construct in academic, professional and lay discourse. By

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drawing on common understanding of individual and shared motivations and institutional and organisational practices, 'career' provides a prevailing discourse that allows both lay persons and professionals to create meaning (Collin & Young, 2000: 3). It can be said that the career represents a complex structure that includes not only roles in career choice and involvement in work life but also other private and social life roles (Güldü & Ersoy Kart, 2017).

Individuals set themselves career goals throughout their lives. In line with reaching these goals, they come to anticipation and strive to achieve their goals. It points to the relationship between the future expectation of the career, achieving the status, gaining status, making progress in career steps by developing the knowledge skills that the person has throughout his life (Üzüm & Uçkun, 2015). It is defined as the whole experience of their roles. The concept of career places great emphasis on the career subject that envisages personal development and growth, as well as career planning, by providing opportunities and opportunities to rise to higher levels. In this respect, it is of great importance to achieve many vital goals for both organizations and individuals (Taşlıyan, Arı & Duzman, 2011). With the decreased levels of job security, the increased levels of competition, the increasing rate of change, and the increased use of technology that students will face, preparing students for the future is essential. Career development must be a priority for all students. It is important to encourage and help students develop the kinds of skills, knowledge, and attitudes that will enhance their opportunities for success (Hughey & Hughey, 1999)

Proper use of time is essential for building a career. In this context, leisure time, which is an important time period, constitutes a remarkable direction. Though leisure is an important, yet underdeveloped area of inquiry with respect to career indecision, among gainfully employed emerging adults (Konstam & Lehmann, 2011). Opportunities to occupy oneself during leisure time differ between young people and according to what is available to them. A young person's position at an individual and community level can thus shape the development of their leisure careers (Corr, 2014). A leisure career is the typical course, or passage, of a type of amateur, hobbyist, or volunteer that carries the person from the stage of neophyte into and through a leisure role and possibly into and through a work role (Stebbins, 2014:38).

On the road to leisure career, the concept of serious leisure emerges. Serious leisure is the systematic pursuit of an amateur, hobbyist, or volunteer activity. It is sufficiently substantial, interesting, and fulfilling for the participant to find a career there by acquiring and expressing a combination of its special skills, knowledge, and experience. This career is experienced in free time, however, during which the individual gets better and better as an amateur, hobbyist, or volunteer. It may be necessary to persevere when, for example, mastery of a skill or idea proves elusive. And because decline is possible in these activities (e.g., athletes who are past their prime), it may also be a part of this kind of career (Stebbins, 2014:4). The variety of leisure time activities is continually increasing as the number of people devoting their careers to leisure time occupations is on the rise. Leisure time occupations refer to various jobs that people engage in to provide opportunities for other people during leisure hours. These leisure

time occupations are numerous and diverse (Jensen & Naylor, 2000:12). Participants embark upon a career in their activity and may need to occasionally persevere to enable ongoing participation. Significant personal effort is invested in the activity, typically a product of specialized knowledge, training, experience, and/or skills a participant accumulates. Serious leisure is underpinned by durable benefits (e.g., self-actualization, self-enrichment, self-gratification) of value to the participant. Finally, participants engage with the unique ethos and social world of their activity and strongly identify with the activity in their projection of self to the world (Lamont, Kennelly & Moyle, 2014).

Emerging adults who are clearly identified and committed with their respective leisure activity preferences demonstrate a capacity for decision making that can enhance the process of career commitment (Konstam & Lehmann, 2011). The leisure career stages of beginning, development, and establishment encompass the period of time during which the participant is most likely to give up (Stebbins, 2014:50). However, it is inevitable to achieve some gains with perseverance and persistence. Individuals who participate in activities aimed at serious leisure career gain specific gains personally and socially. These achievements are given below.

a. Personal rewards

- 1) Personal enrichment (cherished experiences)
- 2) Self-actualization (developing skills, abilities, knowledge)
- 3) Self-expression (expressing skills, abilities, knowledge already developed)
- 4) Self-image (known to others as a particular kind of serious leisure participant)
- 5) Self-gratification (combination of superficial enjoyment and deep fulfillment)
- 6) Re-creation (regeneration) of oneself through serious leisure after a day's work
- 7) Financial return (from a serious leisure activity)

b. Social rewards

- 8) Social attraction (associating with other serious leisure participants, with clients as a volunteer, participating in the social world of the activity)
- 9) Group accomplishment (group effort in accomplishing a serious leisure project; senses of helping, being needed, being altruistic)
- 10) Contribution to the maintenance and development of the group (including senses of helping, being needed, being altruistic in making the contribution) (Stebbins, 2014:10-11).

In this context devotee work, such as student community works, is an activity in which participants feel a powerful devotion, or, in other words, strong and positive attachment, to an occupation that they are proud to be in. In such work, the sense of achievement is high, and the core activity endowed with such intense appeal that the line between this work and leisure is virtually erased (Stebbins, 2014:4).

The activities for serious leisure career are important for building the career future. In this context, being a member of the university communities that have a serious leisure career and indirectly contributing positively to the future of the career is very valuable for individuals to carry their future careers. The career relates the past and present to the future, including our planning for and anticipation of the future, and also addresses how the future motivates action and the construction of meaning in the present. It makes a

construction of the future possible. However, profound and widespread change is both anticipated and being realised; career, in part, constructs our futures (Collins & Young, 2000:1).

The perception of career future in individuals has three sub-dimensions, these are; career perception, career optimism, and perceived knowledge of the job market. Career compatibility is the adaptation of the individual to an unexpected situation related to his job in the future, to changing business conditions. Career optimism is the belief that the individual will have positive things about his career in the future. Perceived information about the labor market is related to how well people perceive the job market and employment (Kalafat, 2014; Rottinghaus et al., 2005).

Involving community members in career development activities is beneficial for students as they plan their careers. Community members, including various workers, can provide first hand occupational information for students. They can also provide students information on the skills required of their particular organization and what it takes to be successful. Some may provide job shadowing experiences for students. These types of experiences provide students information and experience which will hopefully complement and support the career activities implemented in school. These experiences can provide hands-on opportunities and a means to see what they have been taught applied on the job (Hughey & Hughey, 1999). Based on all this information; the aim of this research is to examine the current status of university students who are members of the university communities, through their activities in the communities, towards serious leisure and career future. At the same time, it is aimed to examine to what extent some variables change these parameters and the effect of serious leisure career on career future.

2. Material and Methods

The research was prepared with quantitative method and survey model was used. Survey model it is a research approach that aims to describe a situation in the past or still as it exists. The event, individual or object that is the subject of the research is tried to be defined in its own conditions and as it is. No effort is made to change or influence them in any way. There is something to be known and is there. The important thing is to be able to "observe" it appropriately (Karasar, 2008: 77). In this context, it was tried to determine what serious leisure career and career future levels of university students who participate student communities in the university, and how the some variables changes these levels, as well as whether serious leisure level had an impact on career future.

2.1 Sample

Within the scope of the study; 201 students studying at Ankara Gazi University were included in the research, which aims to investigate the current situation of the university students who are members of the university communities and their serious leisure activities and career futures. Demographic data obtained on the basis of volunteerism by the criterion sampling method was collected from individuals who participated in serious leisure activities in BeUNION, EMSA, Gazi 2 Wheel Motorcycles Community,

Gazi Bicycle Community, Gazi Youth Program and Development Community, Gazi Air Shooting Group, Gazi Design Community, Gazi Theater Club, Gazi University Planning Group, Gazi Paragliding, Gazi e-sport community, Gazi Folk Dance Group, Gazi photography community, Gazi University Hello World Community and Gazi Earth Doctors Communities. Demographic information of the participants is given in table 1.

Table 1: Frequency and Percentage Distributions of Demographic Variables

N=(201)			
	Variable	f	%
Gender	Male	98	48,8
	Female	103	51,3
Class	1	72	35,8
	2	55	27,4
	3	39	19,4
	4	22	10,9
	5 and above	13	6,5
Accommodation	With family	60	29,9
	Dormitory	99	49,1
	Apartment	42	20,9
Department	Medicine and health sciences	94	46,8
	Sports sciences	15	7,5
	Educational Sciences	67	33,3
	Technology and engineering sciences	25	12,4
Community category	Sportive	36	17,9
	Art	65	32,3
	Cultural	69	34,3
	Other	31	15,4
Community participation frequency	Rarely	26	12,9
	Sometimes	74	36,8
	Often	101	50,1
Participating in the contest	Yes	45	22,4
	No	156	77,6
Role in the community	Leader	24	11,9
	Member	155	77,1
	Other	22	10,9
Perceived serious form of leisure participation	Amateur	45	22,4
	Hobbyist	67	33,3
	Volunteer	89	44,3

The majority of the individuals participating in the study are women (51.3%), 1st year students (35.8%), residing in the dormitories (49.1%), attending student communities studying in medical and health sciences departments (% 34.3), participating in community activities frequently (50.1%), not participating in competitions through their communities (77.6%), serving as members in the community (77.1%), stating that they voluntarily participate in serious leisure activities (44.3%) consists of individuals.

2.2 Instrument

The data were obtained through face to face questionnaire collection technique from student communities. Demographic information form and two scale is used for obtaining the data. "Serious Leisure Career" which is developed by Ayyıldız, Özdemir and Karaküçük (2020) and "Career Futures Inventory (CFI)" which is developed by Rottinghaus, Day and Borgen, (2005), translated to Turkish culture by Ağargün, Beşiroğlu, Kıran, Özer & Kara (2005) and which is evaluated about psychometric properties in Turkish sample by Kalafat (2012) is used.

The serious leisure career scale consists of 3 sub-dimensions and 11 questions: benefit, social impact and career expectancy. In this study, the internal reliability coefficient for the serious leisure career scale was .84. The maximum score that can be obtained from the scale prepared in the 5-point Likert type is 55 and the minimum score is 12. With the measurement tool, it is aimed to measure the serious leisure career which is defined as the path to dedication from being enthusiastic for a task.

On the other hand, career future inventory consists of 25 questions and 3 sub-dimensions which named Career Adaptability (CA), Career Optimism (CO) and Perceived Knowledge (PK). It was determined as .86 for the scale of career future. The minimum score that can be obtained from the 5-point Likert type measurement tool is expressed as 25, and the maximum score is 125. The measurement tool was developed to evaluate positive career planning attitudes in individuals.

2.3 Analysis of the data

According to the skewness and kurtosis tests conducted for the distribution of the data obtained in the study, it was observed that the data did not deviate from the values of +3, -3 (Cohen and Swerdlik, 2010) and similarly, other normality tests supported this finding. Therefore, since the data were determined to be normally distributed, the data were analyzed by parametric tests. While analysis; descriptive statistics, independent sample T test, one-way analysis of variance (ANOVA) test, Tukey (HSD-LSD) test, Pearson Correlation test and regression analysis were used for in-group comparisons. The significance value was determined as $p < 0,05$ in the measurements. Findings obtained in accordance with the analyzes made in the research are given below.

3. Results

It was determined that the scores of the participants for serious leisure career were at average values (34.23 ± 8.80), the social impact sub-dimension was the highest (10.62 ± 2.61), and the benefit sub-dimension was the lowest ($10.31 \pm 4, 13$) obtained. Participants who also showed average scores for the future of career (86.08 ± 12.93), the highest sub-dimension score, career compatibility (39.14 ± 6.83), and the lowest sub-dimension score perceived information on job markets ($9,20 \pm 2,10$). On the other hand, since the skewness and kurtosis values are between +3 and -3, the homogenous distribution assumption of the data has been accepted and parametric tests have been applied (Cohen and Swerdlik, 2010).

Table 2: Arithmetic mean and standard deviation values for measurement tools

N=(201)						
	Min.	Max.	\bar{x}	ss	Skewness	Kurtosis
Serious Leisure Career	13,00	55,00	34,23	8,80	0,111	-0,393
Benefit	4,00	20,00	10,31	4,13	0,340	-0,422
Social Impact	3,00	15,00	10,62	2,61	-0,352	-0,167
Career Expectancy	4,00	20,00	13,28	4,11	-0,127	-0,841
Career futures	44,00	125,00	86,08	12,93	-0,295	1,366
Career Adaptability	17,00	55,00	39,14	6,83	-0,349	0,864
Career Optimism	19,00	55,00	37,73	6,24	0,273	0,705
Perceived Knowledge	3,00	15,00	9,20	2,10	0,658	0,673

Table 3: Comparison of measurement tools and sub-dimensions by gender

N=(201)						
	Gender	n	\bar{x}	ss	t	p
Serious Leisure Career	Male	98	34,84	8,96	0,963	0,337
	Female	103	33,65	8,65		
Benefit	Male	98	10,86	4,34	1,845	0,067
	Female	103	9,79	3,88		
Social Impact	Male	98	10,93	2,50	1,660	0,099
	Female	103	10,33	2,68		
Career Expectancy	Male	98	13,04	4,18	-0,833	0,406
	Female	103	13,52	4,04		
Career futures	Male	98	88,27	14,06	2,363	0,019*
	Female	103	84,00	11,45		
Career Adaptability	Male	98	40,35	6,77	2,476	0,014*
	Female	103	38,00	6,71		
Career Optimism	Male	98	38,21	7,12	1,070	0,290
	Female	103	37,27	5,26		
Perceived Knowledge	Male	98	9,70	2,30	3,332	0,001*
	Female	103	8,73	1,78		

*p>0,05

According to the independent sample t test results conducted between the serious leisure career and career future scales and the gender variable of the participants, there was no statistically significant relationship between the serious leisure time career and the gender variable; It has been identified. All meaningful relationships are in favor of male participants. On the other hand, although there is no significant relationship, it is striking that men's serious leisure career scores are higher than female participants. Given the social pressure on men, it is possible to see that the findings have expected results.

Table 4: Comparison of measurement tools and sub-dimensions by students' department

N=(201)						
	Department	n	\bar{x}	ss	F	p
Serious Leisure Career	Medicine and health sciences	94	32,52 ^b	8,07	2,902	0,036*
	Sports sciences	15	38,53 ^a	7,30		
	Educational Sciences	67	35,37 ^c	8,74		
	Technology and engineering sciences	25	35,04	11,17		
	Total	201	34,23	8,80		
Benefit	Medicine and health sciences	94	10,00 ^b	3,94	2,927	0,035*
	Sports sciences	15	13,20 ^a	3,09		
	Educational Sciences	67	9,97 ^c	4,41		
	Technology and engineering sciences	25	10,72	4,14		
	Total	201	10,31	4,13		
Social Impact	Medicine and health sciences	94	10,18	2,55	2,239	0,085
	Sports sciences	15	10,86	1,30		
	Educational Sciences	67	11,23	2,56		
	Technology and engineering sciences	25	10,52	3,25		
	Total	201	10,62	2,61		
Career Expectancy	Medicine and health sciences	94	12,34 ^b	3,64	3,333	0,021*
	Sports sciences	15	14,46	4,13		
	Educational Sciences	67	14,16 ^a	4,14		
	Technology and engineering sciences	25	13,80	5,01		
	Total	201	13,28	4,11		
Career Futures	Medicine and health sciences	94	82,08 ^d	13,71	8,369	0,000*
	Sports sciences	15	96,53 ^a	10,41		
	Educational Sciences	67	89,16 ^b	10,52		
	Technology and engineering sciences	25	86,64 ^c	11,86		
	Total	201	86,08	12,93		
Career Adaptability	Medicine and health sciences	94	37,12 ^d	7,03	6,756	0,000*
	Sports sciences	15	43,80 ^a	5,11		
	Educational Sciences	67	40,59 ^b	6,18		
	Technology and engineering sciences	25	40,08 ^c	6,37		
	Total	201	39,14	6,83		
Career Optimism	Medicine and health sciences	94	35,91 ^d	6,51	6,651	0,000*
	Sports sciences	15	41,66 ^a	6,19		
	Educational Sciences	67	39,34 ^b	4,73		
	Technology and engineering sciences	25	37,88	6,83		
	Total	201	37,73	6,24		
Perceived Knowledge	Medicine and health sciences	94	9,04 ^c	2,18	4,881	0,003*
	Sports sciences	15	11,06 ^a	1,83		
	Educational Sciences	67	9,22 ^b	1,96		

Technology and engineering sciences	25	8,68 ^d	1,81
Total	201	9,20	2,10

*p>0,05
 a>b>c>d

On the basis of the department where the participants study, the differences between the measurement tools were tried to be examined and statistically significant differences were observed. Accordingly, it was determined that the students studying in the sports sciences department in all sub-dimensions exhibited a higher level of leisure career and career future level compared to the students studying in other departments. On the other hand, no statistically significant difference was determined in the analyzes made between the classes of the participants, where they live and the measurement tools.

Table 5: Comparison of measurement tools and sub-dimensions by community category

N=(201)		Community category	n	\bar{x}	ss	F	p
Serious Leisure Career	Sportive	36	31,69 ^d	8,61	2,985	0,032*	
	Art	65	33,84 ^c	8,54			
	Cultural	69	34,24 ^b	8,32			
	Other	31	37,96 ^a	9,73			
	Total	201	34,23	8,80			
Benefit	Sportive	36	8,97 ^c	3,96	5,009	0,002*	
	Art	65	10,50	4,20			
	Cultural	69	9,82 ^b	3,94			
	Other	31	12,58 ^a	3,84			
	Total	201	10,31	4,13			
Social Impact	Sportive	36	10,97	2,60	2,316	0,077	
	Art	65	9,95	2,49			
	Cultural	69	10,82	2,70			
	Other	31	11,19	2,46			
	Total	201	10,62	2,61			
Career Expectancy	Sportive	36	11,75	4,74	2,369	0,072	
	Art	65	13,38	3,36			
	Cultural	69	13,59	3,85			
	Other	31	14,19	4,96			
	Total	201	13,28	4,11			
Career Futures	Sportive	36	85,30	9,46	2,461	0,064	
	Art	65	82,95	15,23			
	Cultural	69	88,20	12,41			
	Other	31	88,87	11,24			
	Total	201	86,08	12,93			
Career Adaptability	Sportive	36	40,05	5,44	2,162	0,094	
	Art	65	37,55	7,89			
	Cultural	69	39,37	6,46			
	Other	31	40,93	6,23			
	Total	201	39,14	6,83			

Career Optimism	Sportive	36	36,38 ^d	5,39	4,301	0,006*
	Art	65	36,09 ^c	7,18		
	Cultural	69	39,28 ^a	5,59		
	Other	31	39,25 ^b	5,34		
	Total	201	37,73	6,24		
Perceived Knowledge	Sportive	36	8,86	1,49	1,603	0,190
	Art	65	9,30	2,41		
	Cultural	69	9,53	2,11		
	Other	31	8,67	1,90		
	Total	201	9,20	2,10		

p>0,05
a>b>c>d

In the Table 5 there is a statistically significant difference between the serious leisure total scores and the benefit sub-dimension and the career future scale career optimism sub-dimension and the type of community. According to this, it was determined that the scores of those who qualify serious leisure career as the other type of society, and those who qualify culturally in career optimism are higher than the other groups.

Table 6: Comparison of measurement tools and sub-dimensions by community participation frequency

N=(201)						
	Frequency of participation	n	\bar{x}	ss	F	p
Serious Leisure Career	Rarely	26	28,88 ^c	7,82	15,647	0,000*
	Sometimes	74	31,89 ^b	7,69		
	Often	101	37,32 ^a	8,67		
	Total	201	34,23	8,80		
Benefit	Rarely	26	8,65 ^c	3,13	5,626	0,004*
	Sometimes	74	9,67 ^b	3,57		
	Often	101	11,21 ^a	4,54		
	Total	201	10,31	4,13		
Social Impact	Rarely	26	8,96 ^c	2,50	13,493	0,000*
	Sometimes	74	10,08 ^b	2,78		
	Often	101	11,45 ^a	2,17		
	Total	201	10,62	2,61		
Career Expectancy	Rarely	26	11,26 ^c	3,89	13,015	0,000*
	Sometimes	74	12,13 ^b	3,24		
	Often	101	14,65 ^a	4,29		
	Total	201	13,28	4,11		
Career Future	Rarely	26	84,53	12,52	4,784	0,009*
	Sometimes	74	82,93 ^b	11,55		
	Often	101	88,80 ^a	13,51		
	Total	201	86,08	12,93		
Career Adaptability	Rarely	26	38,26	6,30	3,522	0,031*
	Sometimes	74	37,75 ^b	6,79		
	Often	101	40,39 ^a	6,81		
	Total	201	39,14	6,83		

Career Optimism	Rarely	26	37,46	6,20	2,913	0,057
	Sometimes	74	36,45	5,38		
	Often	101	38,73	6,70		
	Total	201	37,73	6,24		
Perceived Knowledge	Rarely	26	8,80	2,00	5,157	0,007*
	Sometimes	74	8,71 ^b	1,88		
	Often	101	9,67 ^a	2,20		
	Total	201	9,20	2,10		

p>0,05

a>b>c>d

Statistically significant differences were revealed between the frequency of going to student communities in universities and measurement tools. Career future and serious leisure career increase in favor of participants who frequently go to communities. Therefore, it can be stated in the direction of the findings that students who continue to communities with perseverance have a more positive approach in their future career.

Table 7: Comparison of measurement tools and sub-dimensions by role in the community

N=(201)		Role in the community	n	\bar{x}	ss	F	p
Serious Leisure Career	Leader	24	38,58 ^a	9,01	3,607	0,029*	
	Member	155	33,49 ^b	8,65			
	Other	22	34,72	8,58			
	Total	201	34,23	8,80			
Benefit	Leader	24	12,25 ^a	4,34	5,104	0,007*	
	Member	155	9,82 ^b	4,09			
	Other	22	11,68	3,35			
	Total	201	10,31	4,13			
Social Impact	Leader	24	12,12 ^a	2,25	4,785	0,009*	
	Member	155	10,38 ^b	2,63			
	Other	22	10,68	2,35			
	Total	201	10,62	2,61			
Career Expectancy	Leader	24	14,20	4,75	1,160	0,316	
	Member	155	13,27	3,87			
	Other	22	12,36	4,91			
	Total	201	13,28	4,11			
Career Future	Leader	24	92,75 ^a	15,38	4,330	0,014*	
	Member	155	85,58 ^b	12,38			
	Other	22	82,40 ^c	11,93			
	Total	201	86,08	12,93			
Career Adaptability	Leader	24	43,25 ^a	7,26	5,866	0,003*	
	Member	155	38,81 ^b	6,57			
	Other	22	37,00 ^c	6,66			
	Total	201	39,14	6,83			
Career Optimism	Leader	24	39,66	7,66	1,682	0,189	
	Member	155	37,61	6,03			
	Other	22	36,40	5,83			
	Total	201	37,73	6,24			

Perceived Knowledge	Leader	24	9,83	2,25	1,244	0,290
	Member	155	9,14	2,08		
	Other	22	9,00	2,09		
	Total	201	9,20	2,10		

p>0,05
a>b>c>d

Another variable that changes serious leisure career and career future scores stands out as the role of the participants in the communities. According to the results of Anova test conducted between serious leisure career and career future scales and the role in the community; In addition to the serious leisure career and career future total scores, the benefit and social impact sub-dimensions from the SLCS sub-dimensions, and a significant relationship in the career compatibility sub-dimension were determined. As a result of Tukey HSD and LSD tests for intra-group relations, it was determined that all significant differences were in favor of those who took the leading role in the community. Therefore, it can be said that the participants who have more and more roles in the community have more positive gains than other groups in terms of serious leisure and career future.

Table 8: Comparison of measurement tools and sub-dimensions by participating in the contest

		Participating in the contest				
		n	\bar{x}	ss	t	p
Serious Leisure Career	Yes	45	36,31	6,67	1,807	0,072
	No	156	33,63	9,26		
Benefit	Yes	45	10,42	3,20	0,190	0,849
	No	156	10,28	4,38		
Social Impact	Yes	45	11,91	1,66	3,875	0,000*
	No	156	10,25	2,71		
Career Expectancy	Yes	45	13,97	4,26	1,279	0,202
	No	156	13,08	4,05		
Career Future	Yes	45	88,13	11,05	1,204	0,230
	No	156	85,50	13,40		
Career Adaptability	Yes	45	40,73	5,49	1,775	0,077
	No	156	38,69	7,11		
Career Optimism	Yes	45	38,15	5,35	0,516	0,606
	No	156	37,60	6,48		
Perceived Knowledge	Yes	45	9,24	1,93	0,128	0,898
	No	156	9,19	2,15		

*p>0,05

According to the independent sample t test findings made between serious leisure career and career future and the variable to participate in any competition through university student communities, there was a statistically significant relationship between the social impact sub-dimension and participation in the competition in favor of the participants. Based on the finding; It can be said that the activities that help to recognize different fields and people through competitions enable the participants to gain social sense.

Table 9: Relationship analysis between measurement tools and sub-dimensions

	Serious Leisure Career	Benefit	Social Impact	Career Expectancy	Career Future	Career Adaptability	Career Optimism	Perceived Knowledge
Serious Leisure Career	1							
Benefit	0,837**	1						
Social Impact	0,716**	0,433**	1					
Career Expectancy	0,844**	0,510**	0,464**	1				
Career Future	0,506**	0,398**	0,432**	0,407**	1			
Career Adaptability	0,399**	0,307**	0,384**	0,302**	0,895**	1		
Career Optimism	0,492**	0,383**	0,381**	0,427**	0,872**	0,593**	1	
Perceived Knowledge	0,352**	0,316**	0,281**	0,256**	0,653**	0,498**	0,470**	1

*p>0,05; **p>0,01

According to Pearson Correlation analysis results, a significant relationship was found between the relationship between serious leisure career and career future. Moderate positive between total serious leisure career and career future ($r = 0.506$; $p < 0.05$).

Table 10: Results of simple linear regression analysis of serious career and career future

	B	Std. error	β	t	p
Benefit	0,588	0,230	0,188	2,562	0,011*
Social Impact	1,305	0,353	0,263	3,693	0,000*
Career Expectancy	0,595	0,235	0,189	2,527	0,012*
R=0,515	R ² =0,266				
F _(23,765) =0,000*	p<0,001				

Dependents variable: Career future

According to the regression analysis findings in which the effect of serious leisure career on career future was examined, statistically significant effect was determined. Career future; benefit ($\beta=0,188$, $t=2,562$ $p<0,05$), social impact ($\beta=0,263$, $t =3,693$, $p <0,05$) and career prospect ($\beta=0,189$, $t=2,527$, $p <0,05$) tends to increase the values for sub-dimensions. According to the findings, in addition to being statistically significant on serious leisure career types, career future has a minor effect ($R = 0.266$). It can be said that the serious leisure career, which is an important factor affecting the future of the career, is an intermediary in increasing the positive perception of the career.

5. Discussion and Conclusion

Research findings showed that serious leisure career and career future scores were at average values (34.23 ± 8.80 ; 86.08 ± 12.93). In a study conducted on senior students, it was concluded that the average score of students' perception of career future scale was

high, and similar to the current research, the perceived knowledge sub-dimension score average was lower than the career compatibility and career optimism sub-dimension average (Sönmez, 2019). Current research findings for serious leisure career and career future; reveals that there is a significant relationship and differences between gender, department, community category, frequency of participation in communities, the role of the student in the community, status of participating in the community and competitions, and measurement tools, and there are no significant differences between classroom and place variables and serious leisure and career future scales.

It was also determined that there was a moderate positive correlation between measurement tools ($r = 0.506$; $p < 0.05$), and serious leisure career positively affected career future ($R = 0.266$).

The positive effect of being a member of university communities on students' careers was determined as a result of research. Thus, it would be correct to say that the activities towards career development by participating in serious leisure activities bring success in the future of the career. University communities included in the research, such as photography, folk dances, program development; it is possible to say that it is effective for students to create a positive career future perception. Similar to the student communities evaluated within the scope of the study, it is revealed by different studies that there are individuals who have a career through serious leisure activities such as motor sports, drawing, belly dance and sports (Cunningham et al, 2005; Cuskelly & Auld, 2000; Harrington,; Marnin Distelfels & Dorchin, 2020; Kraus, 2014).

When the literature is analyzed, it is determined that there are studies supporting the research finding. When the research findings that examine the relationship between leisure time and career development of university students are evaluated, the results; It has been shown that students who perceive themselves effectively, competently and in their spare time have a clearer picture of their professional goals, interests and abilities. Moreover, it has been determined that students who are more dependent on the role of leisure, show more competence for career decision as well as more advanced attitudes towards discovering the business world (Munson & Savickas, 1998). Leisure activities provide an additional perspective to understand adults who have emerged in career decision-making processes, some of whom are undecided and need professional help (Konstam & Lehmann, 2011).

As a result of the analyzes made by qualitative method with the responses of 67 participants who made amateur music as a serious leisure activity in their spare time; It has been determined that they demonstrate the evidence of their strong identity with the teaching of music reinforced with positive past and current music experiences. It is expressed in terms of personal and professional development and accompanying self-confidence, self-confidence, happiness, pleasure and emotional support. Findings show that amateur-changing career-changing instrumental and vocal teachers can make a strong contribution to the music teaching profession (Taylor & Hallam, 2011). At the same time, it has been determined that there is an increase in the perception of society and social cohesion of individuals participating in volunteering activities as a serious leisure activity. Based on the survey responses of the 300 volunteers present in ten volunteer

organizations, positive findings point to serious leisure activities as an important way to nurture society (Gallant, Arai & Smale, 2013). Similarly, projects and practices have a positive effect on career future through serious leisure career. Another example to be given to this situation is the Autistic Individuals Sports Training Project conducted by Gazi University Faculty of Sport Sciences Recreation Department and Ankara Autistic Individuals Association based on serious leisure with volunteering principles. University students who work voluntarily with the project on weekends and in the summer evaluate their knowledge, experience and experiences on the way to make a positive contribution to their career future (Karaküçük, 2012).

Within the scope of the study, it was determined that the serious leisure time career and the status of the future of the members of the community, who assumed the role of leader, differentiated between the other groups. Bendle and Patterson (2008) conducted similar research. Based on the serious leisure theory of Stebbins (1992; 2001), it has been found that, in accordance with the six aspects of serious leisure time, it is based on members who take leadership roles and responsibilities to manage the activities of their groups, as well as active participation in the creative activities of the community members. These members appear to combine creative amateur or hobby pursuits with the role of a career volunteer in their group. Therefore, as the assigned duties and responsibilities increase, serious leisure career opportunities arise for the future of the career and individuals can be said to be more effective through these responsibilities.

The research findings revealed that there was a significant difference between the frequency of participation in activities in communities and the serious leisure career and career future. Accordingly, it was determined that the participants who frequently participated in activities in university communities achieved higher scores in both measurement tools compared to other groups. Celen Demirtas, Konstam & Tomek (2015) found similar findings by determining that there is a significant difference between the frequency of participation in serious leisure activities and career adjustment.

According to the research findings, it was determined that especially social leisure activities significantly predicted career adaptation. Among the research proposals, it is stated that people who will guide young adults about their career futures can use leisure activities to promote career adaptation. In another study, it has been determined that the individuals who voluntarily participate in sports organizations have decreased their commitment to organizations and organizations in the process from the beginning, but the group that is a career volunteer shows more determination than the other group (Cuskell, Harrington & Stebbins, 2002). Therefore, it is thought that the participants who perseverance and perseverance for the purpose of a career show continuity for a specific purpose and gain in this way.

It is known that many variables affect this process directly or indirectly while building a career future. It is considered as a supportable discourse in line with the current research and literature that serious leisure participation predicts this process positively. As there are many factors that differentiate the career future, demographic variables can be determinative in this case. Within the scope of the research, it was determined that male participants' career future scores are higher than female

participants. The studies supporting the research findings are included in the literature (Çakır, 2019; Güldü & Ersoy Kart, 2017). Contrary to the findings, there are also studies showing that the average career future of female students is higher than that of men (Özkan, 2017; Üzüm & Uçkun, 2015), and it is also stated in the literature that gender does not differentiate the career future (Abacıoğlu, 2019; Ömeroğlu, 2014). Therefore, in the current sample group, it can be stated that the career future scores of boys are significantly higher than the girls, and there are studies in the literature that support all three arguments. In another study, it was aimed to determine the effects of gender role in the perception of career future of women and it was determined that gender role had a positive effect on the perception of career future (Kütükçü, 2018). Given the social norms, the gender factor is thought to be decisive for the future of the career. However, providing equitable career approaches for both genders is important for creating a democratic society. In this context, activities aimed at serious leisure career provide an important basis for providing egalitarian opportunities.

The findings of the study revealed that there was no statistically significant difference between the class variable in which the students studied and the career future. In studies conducted, it is seen that results supporting the research findings are obtained (Çakır, 2019; Kalafat, 2014; Ömeroğlu, 2014; Üzüm & Uçkun, 2015). According to Kalafat (2014), it is seen that individuals who are not afraid to make new ventures, have a more positive perspective about their career prospects and are more prepared for changes in their career processes, rather than the class variable, and the lesser the number of obstacles perceived by the individual, their thoughts seem to be more positive.

There is no statistically significant difference between the place of residence and the measurement tools. Üzüm and Uçkun (2015) also obtained similar results in their research with 98 students. On the other hand, Özkan (2017) stated that the career future scores are higher in favor of those who spend their university life with the family. The different results in the literature can be interpreted as the participants being university students in adulthood and having the potential to make independent decisions and participate in activities. Although the argument that the individuals who live with the family have more positive support is supported, the view that students have the perception of career future that is necessary for a healthy career planning process is dominant. It is thought that students who make career plans will have a more positive and productive job finding process, have created a road map, have knowledge about what to do, and have planned what steps to take (Güldü & Ersoy Kart (2017). It was observed that the place of residence did not make any significant difference during the process. Studies seeking relationships between serious leisure career and career future and different measurement tools take place in the literature (Abacıoğlu, 2019; Çakır, 2019; Kütükçü, 2018; Ömeroğlu, 2014; Özkan, 2017). This section contains theoretical and practical recommendations, further research ideas, new approaches, suggestions and concerns regarding potential social and cultural impacts. As a conclusion, the findings are that positive psychometric properties affect the future of the career, and effective leisure participation provides positive gains to individuals in the process of creating a career future. In the light of all this information, it can be said that individuals

participating in serious leisure career activities through the opportunities offered by student communities throughout their university life are involved in designing a positive career for their future lives. These studies are the building blocks that carry individuals from amateurism to professionalism. While making a career decision, it is possible to provide a positive career future incentive thanks to the self-confidence and equipment provided by past experiences. Therefore, it is possible to say that doing a serious leisure career plays an important role in bringing individuals into professional life. The inadequacy in research that examines the serious leisure career in depth is outstanding. In this context, it is recommended that future researches reveal the relationship between different characteristics by focusing on the serious leisure career. At the same time, longitudinal studies are thought to contribute to the field.

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