



Career Decision Regrets in Faculty of Sport Sciences

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Abstract

University education as an important choice shapes the professional career. Career in sport is difficult than the other professional areas. Because the professional career process in sport is different from the classical occupational choices. Sometimes individuals feel career regret in difficult experiences. Then the negative feelings become a depression, loss of self-confidence etc. So, the purpose of this study was to determine the career decision regrets of students in faculty of sport sciences. The most commonly technique in descriptive research models, the survey method is used in the study. The study group consisted of 400 students from the four different departments in Bartın University, Faculty of Sport Sciences. In the study, individual information form which had developed by the researchers and ‘Career Decision Regret Scale’ was used. Descriptive statistics, t-test for independent groups and one-way Anova tests were used as statistical methods to analyze the data. As a result, it was determined that the students who are studying at the Department of Sports Sciences in Bartın University had a little regret of career decisions and the scale scores of the students differed significantly according to their age, departments, grade, place of birth, academic average, residence place, part time working, fathers’ working statute and educational level. The fact that the study group consists of only one university is seen as a limitation. Therefore, for future studies it may be suggested to increase the number of participants by joining the different universities’ students in the Departments of Sports Sciences.

Keywords: Job, decision, remorse, sport, students

Introduction

A career is defined as the combination and sequence of roles played by a person during the course of a lifetime. The root word *carrus* means a cart or chariot, whence came the word *via cararia* or road, whence in turn *carrière* and *career* (Super, 1980). Also, in the Longman English Dictionary, “career” defined as; “a job or a profession for which one is trained and which one intends to follow for the whole of one’s life” (Longman, 1989).

People have to make a lot of choices in life. These choices may be such as what clothes to wear, what to eat for lunch, or more important like a choice of profession, choice of spouse, choice of university-department to continue, and ultimately individuals decide on one of the options. Individuals may be pleased with the final decision they made or may feel a sense of regret (Erdurcan & Kırdök, 2017). The decision points of a life career reflect encounters with a variety of personal and situational determinants (Super, 1980).

The individual will spend a significant part of his/her life in his/her profession. She or he spends his/her time in the business environment to perform his/her occupation instead of his/her family and relatives. In this respect, career decision regret negatively affects his/her life and profession. Job satisfaction and life satisfaction may be mentioned as the leading factors that will be affected by career decision regret of the individual since it may cause the individual to perceive the living conditions negatively, which leads to a decrease in life satisfaction and inability to have job satisfaction (Köse, 2014). So, it’s important to find out if individuals feel regret or not about their career choices.

The emotion that has received the most research attention from decision theorists is regret. Most people can readily recall or imagine situations in which a poor decision led to painful regret theories and vivid demonstrations of the antecedents and consequences of regret (Connolly & Zeelenberg, 2002). In order to examine regret in the life of an individual, it is necessary to explore the past, relate that to the present, and look at potential influences on the future (Hennessey, 2011). In the context of the current concern for career decision making, this means that domains of cognitive (ability), affective (personality), and conative (motivation and interest) traits have traditionally been considered mainly in isolation and rarely as integrated parts of the individual (Ackerman, 2003).

Taken together, regret is a frequently felt emotion, evoked when an obtained decision outcome compares unfavorably with an outcome that we could have obtained had we chosen differently, and typically occurs when we perceive ourselves to be responsible for this unforeseeable outcome. The

experience of regret focuses attention on one's own role in the occurrence of a regretted outcome. It motivates one to think about how this event could have happened and how one could change it, or how one could prevent its future occurrence (Zeelenberg, 1999). Self-exploration is at once a deeply personal, reflective process, and a relational one (Hall & Chandler, 2005).

When a particular decision leads to an outcome that the person regrets or is unhappy with, they may ask themselves questions such as "what if I had not made that decision" or "if only I had chosen this instead of what I did". These thoughts are called counterfactuals because they are counter to what actually, or factually, occurred (Bailey & Kinerson, 2005). This consequence of decision-making under uncertainty will be termed decision regret (Bell, 1982). Brehaut et al., (2003) defines decision regret as remorse or distress over a decision.

Some individuals have insufficient information about themselves when it's time to put into practice a career choice and they may be undecided because of lack of information about professions, feel pressure from important persons for them and a number of non-functional ideas. Therefore, it's important to find the students and helping them to deal with indecision for raising a happy generation and also for work efficiency (Çakır, 2004). University students are a dynamic group of individuals. They can be composed of both young and older adults, individuals who are novices entering their educational path or mature students returning to university with hopes of redesigning or changing their career path. Despite their age, as students go through university they experience a journey that can be considered a unique transitional period characterized by an increasing number of overlapping educational and personal issues combined with career decision-making, indecision, or career confusion (Pott, 2014). So, the purpose of this study was to determine the undergraduate students' regret of career decisions.

Methods

In this study most commonly technique in descriptive research models, the survey method is used. The study group consisted of 400 students (149 female, 251 male) from the four different departments in Bartın University, Faculty of Sport Sciences during the 2021-2022 academic year. In the study, individual information form which had developed by the researchers and 'Career Decision Regret Scale' was used. The necessary permissions were obtained for the questionnaire that used in the research. The questionnaire was prepared digitally with Google Form® and the participants were asked to fill it in face-to-face during the 2021-2022 fall and spring semesters through various applications such as WhatsApp and QR

Code during the breaks of the lessons. Students were informed about the data study subject and the questionnaire.

The questionnaire form which is formed in order to determine the regret of career decisions of the students studying in sports sciences consists of two parts. In the first part of the data collection tool, there are questions asked to gathering personal information about the students. These are; age, gender, class, the place of birth, parents' education status and professions, number of siblings, economic status, place of residence, sports, person directed them to sports and working in a job or not. In the second part of the questionnaire, there is "Career Decision Regret Scale" which was developed by Brehaut et al., (2003). The original scale's Turkish adaptation, validity and reliability process was done by Erdurcan & Kırdök (2017). The scale consists of 5 items in 5 Likert form. In order to prevent misunderstandings and to ensure objectivity in the evaluation of the scale and to facilitate the calculation of the scores, the scale of the Turkish version was arranged as 0 "do not agree", 4 "totally agree". Also for this reason, the 1st, 3rd and 5th items in the Turkish form are reversed. In scoring of the scale, after the points of three items are reversed, the points are collected and the total score is obtained. The result of the score is multiplied by 5 to give a value between 0-100. The increase between 0 and 100 on the calculated score indicates an increase in decision regret. If the score from the scale is between 0 and 24 "no regrets of the decision", between 25-49 "a little regret of the decision", between 50-74 "regret for the decision" and between 75-100 "very regret for the decision" (Erdurcan & Kırdök, 2017). As a statistical method in the evaluation of data; normality test, descriptive statistics (frequency and percentage distributions), t-test and one-way analysis of variance (ANOVA) for independent groups were used. The level of significance was taken as $p < 0.05$. IBM SPSS 21 software was used in the analysis.

Results

As a result of the analyses conducted in order to determine the regret of career decision of the students in the Faculty of Sport Sciences, it was determined that the individuals had a little regret (Table 1).

Table 1. Regret level of participants

Valid	400
Missing	0
Mean	38,05

The scale scores were significantly differed according to their age, departments, grade, place of birth, academic average, residence place, part

time working, fathers’ working statute and education levels. The anova table of the age variable of participants is given below.

Table 2. Anova result of the age variable and career decision regret

Age	N	Mean	sd	Source of Variation	Sum of Squares	df	Mean Square	F	p	Post Hoc (LSD)
1	67	43,73	29,71	Between Groups	7519,08	3	2506,36	4,21	,006*	1-2 3-2
2	213	34,08	21,20	Within Groups	235259,91	396	594,09			
3	104	41,39	25,84	Total	242779,00	399				
4	16	45,31	29,53							

*p<0,05 **Group 1:** 17-19, **Group 2:** 20-22, **Group 3:** 23-25, **Group 4:** 25 and upper

In Table 2, a significant difference was found between the age variable of the participants and the career decision regret results (p <0.05). As a result of LSD test to find out which groups having the difference, it was determined that 17-19 and 23-25 age groups have higher career decision regret scores than 20-22 age group. The anova table of the department variable is given below.

Table 3. Anova of the department variable and career decision regret

Departments	N	Mean	sd	Source of Variation	Sum of Squares	df	Mean Square	F	p	Post Hoc (LSD)
1	100	33,90	17,84	Between Groups	26112,50	3	8704,167	15,90	,000*	2-1 2-3 2-4
2	100	52,00	30,77	Within Groups	216666,50	396	547,13			
3	100	33,95	18,64	Total	242779,00	399				
4	100	32,35	23,98							

*p<0,05 **Group 1:** Physical Edu. Teach., **G2:** Coaching Edu., **G3:** Sports Management **G4:** Recreation

In Table 3, a significant difference was found between the department variable of the participants and the career decision regret results (p <0.05). As a result of LSD test to find out which groups having the difference is, it has been determined that “Department of Coaching Education” students have higher career decision regret scores than the other groups. The anova table of the grade variable is given below.

Table 4. Anova result of the grade variable and career decision regret

Grade	N	Mean	sd	Source of Variation	Sum of Squares	df	Mean Square	F	p	Post Hoc (LSD)
1	120	29,38	18,94	Between Groups	13204,95	3	44,01	7,59	,000*	2-1 3-1 4-1
2	56	43,57	24,07	Within Groups	229574,04	396	579,73			
3	146	40,89	25,53	Total	242779,00	399				
4	78	42,12	28,01							

*p<0,05 **Group 1:** 1st **Group 2:** 2nd, **Group 3:** 3rd **Group 4:** 4th and upper

In Table 4, a significant difference was found between the grade variable of the participants and the career decision regret results (p <0.05). As a result of LSD test to find out which groups having the difference is, it has been determined that all other grades have higher career decision regret scores than the fresh group. The anova table of the place of birth variable is given below.

Table 5. Anova of the place of birth variable and career decision regret

Place of birth	N	Mean	sd	Source of Variation	Sum of Squares	df	Mean Square	F	p	Post Hoc (LSD)
1	31	43,06	26,51	Between Groups	10252,137	3	3417,375	5,82	,001*	1-4 2-4 3-4
2	132	40,95	23,38	Within Groups	232526,86	396	587,189			
3	149	40,00	25,85	Total	242779,00	399				
4	88	28,64	21,69							

*p<0,05 **Group 1:** Village **Group 2:** Town, **Group 3:** City **Group 4:** Metropole

In Table 5, a significant difference was found between the class variable of the participants and the career decision regret results (p <0.05). As a result of LSD test to find out which groups having the difference is, it has been determined that village, town and city groups have higher career decision regret scores than the metropole group. The anova table of the academic average variable is given below.

Table 6. Anova result of the academic average variable and career decision regret

Academic average	N	Mean	sd	Source of Variation	Sum of Squares	df	Mean Square	F	p	Post Hoc (LSD)
1	64	25,00	17,66	Between Groups	40122,34	3	13374,113	26,13	,000*	2-1, 2-3, 2-4, 3-1 3-4
2	65	56,08	28,26	Within Groups	202656,66	396	511,75			
3	188	40,35	22,18	Total	242779,00	399				
4	83	28,80	24,66							

*p<0,05 **Group 1:** 0-0,99 **Group 2:** 1-1,99, **Group 3:** 2-2,99 **Group 4:** 3-4

In Table 6, a significant difference was found between the residence variable of the participants and the career decision regret results ($p < 0.05$). As a result of LSD test to find out which groups having the difference is, it has been determined that 1-1,99 group have higher career decision regret scores than the 0-0,99 and 2-2,99 group. Also 2-2,99 group have higher scores than 0-0,99 and 3-4 average groups. The anova table of the residence place variable is given below.

Table 7. Anova of the residence place variable and career decision regret

Residence place	N	Mean	sd	Source of Variation	Sum of Squares	df	Mean Square	F	p	Post Hoc (LSD)
1	41	42,20	21,96	Between Groups	16305,58	4	4076,39	7,110	,000*	1-3, 5-1, 5-3, 5-4
2	3	31,67	25,65	Within Groups	226473,41	395	573,35			
3	138	35,72	25,05	Total	242779,00	399				
4	155	33,61	20,97							
5	63	51,67	28,97							

* $p < 0,05$ **Group 1:** Family **Group 2:** Related, **Group 3:** Friends **Group 4:** Dormitory **Group 5:** Other

In Table 7, a significant difference was found between the residence place variable of the participants and the career decision regret results ($p < 0.05$). As a result of LSD test to find out which groups having the difference is, it has been determined that living with their family group have higher career decision regret scores than the living with friends' group. Also living in other options group has higher scores than living with family, friends and in dormitory groups. The t test table of the part time working variable is given below.

Table 8. T test result of the part time working variable and career decision regret

Part time working	N	Mean	sd	t	p
Yes	152	47,53	27,28	5,92	,000*
No	248	32,24	20,93		

* $P < 0,05$

According to Table 8, a significant difference was found between the part time working (mean=27,28) students and not working (mean=32.24). The part time working students have more career decision regret than the not working ones. The t table of the father's working statute variable is given below.

Table 9. T test result of the father's working statute variable and career decision regret

Father's working	N	Mean	sd	t	p
Yes	298	40,15	25,42	3,20	,002*
No	102	31,91	21,26		

*P<0,05

According to Table 9, a significant difference was found between the father's working (mean=40,15) and not working (mean=31.91). The students whom fathers working have more career decision regret than the not working ones. The anova table of the father educational level variable is given below.

Table 10. Anova result of the father's educational level and career decision regret

Father's educational level	N	Mean	sd	Source of Variation	Sum of Squares	df	Mean Square	f	p	Post Hoc (LSD)
1	30	30,67	24,59	Between Groups	99795,82	4	2494,95	4,23	,002*	3-1, 3-2, 4-1, 4-2
2	169	33,67	21,13	Within Groups	232779,18	395	589,36			
3	148	42,43	24,60	Total	242779,00	399				
4	51	44,51	31,61							
5	2	30,00	35,35							

*p<0,05 **Group 1:** Not educated **G2:** Primary, **G3:** High school **G4:** Bachelor **G5:** Master/PhD

In Table 10, a significant difference was found between the father education statute and the career decision regret results ($p < 0.05$). As a result of LSD test to find out which groups having the difference is, it has been determined that high school graduated group have higher career decision regret scores than the not educated and primary school graduated groups. Also, bachelor graduated group has higher scores than the not educated and primary graduated groups.

Discussion

As a result of the analyses conducted in order to determine the regret of career decision of the students in the "Faculty of Sport Sciences", it was determined that the individuals had a little regret (mean = 38.05). Köse (2019) found the same "little regret" result in study titled as 'Teachers and Administrators Regret Due to Their Career Choice'. It could be said that it's an expected result for those students. Because at least one team or individual sport closely they engaged. Individuals involved in sports surely love sports and so that their regrets of career decisions determined in low levels. Students participate in sports with passion and dedication. So with these feelings, they have a good position in their sports. By the way if they have

not good position yet surely, they believe that they will have a better position in the future. All those facts effect their career decisions positively.

In the current study, a significant difference was found between the career decision regrets and the variables of age, departments, grade, place of birth, academic average, residence place, part time working, fathers' working statute and educational level. The scale scores were significantly differed according to age variable. It was determined that 17-19 and 23-25 age groups have higher career decision regret scores than 20-22 age group. Sullivan et al. (2017) found significantly difference according to age. They found that regrets were more pronounced particularly in the 35-44 age group and the 55 and older age group. Matarazzo et al. (2021) also found multivariate tests were significant for age. They found that regret diminished with age. So, the results are similar. On the other hand, Demir (2023) found no significantly different in physicians' career decision regrets according to age variable. This result isn't similar with current study.

A significant difference was found between the career decision regrets and participants' departments. It has been determined that "Department of Coaching Education" students have higher career decision regret scores than the other groups. Kılıç & Günel (2023) found in their study that students' levels of career decision regret significantly varied based on their departments. So the result is similar with the current study. Also, Çakır & Gönen (2022) found the same results in their study too in faculty of sport sciences. Nevertheless, in their study they found that students studying in the "recreation department" were significantly higher career decision regret than the other departments.

It has been determined that all other grades have higher career decision regret scores than the fresh group. Çakır & Gönen (2022) found statistically significant difference in the mean scores of the participants' professional decision regret scale according to the variable of education grade/graduation status (especially they found the same result according to higher career decision regret in higher grades). Also, Kılıç & Günel (2023) found in their study that students' levels of career decision regret significantly varied based on their school year. So these results are similar with the current study. On the other hand, Doğanülkü & Güneşlice (2022) found that the proactive career behavior scores of the participants did not show a significant difference in terms of class level. So the results are not similar with the current study.

The scale scores were significantly differed according to place of birth variable. It has been determined that village, town and city groups have higher career decision regret scores than the metropole group. Students place of birth effected to career regret decisions. Maybe they desire success and brilliant careers because of their birth places more than metropole

participants. The metropole people have hard living conditions and they feel satisfied about their career choices. Biricik-Gülseren (2019) also support this as people with negative affect are more likely to experience career regret because of their dispositional tendency to disregard the possibility of achieving success and having meaningful career outcomes.

According to the academic average variable, the scale scores were significantly differed. It has been determined that 1-1,99 group have higher career decision regret scores than the 0-0,99 and 2-2,99 group. Also 2-2,99 group have higher scores than 0-0,99 and 3-4 average groups. Mora (2010) found that regretting the chosen field of education turns out to be associated with educational characteristics (such as final university grades) in his study. So, this result similar with current study.

In the current study, the scale scores were significantly differed according to residence place variable. It has been determined that students living with their families have higher career decision regret scores than the living with friends. Also living in 'other options' group has higher scores than living with family, friends and in dormitories. Living with family and other options like relatives etc. could make students' confidence in low levels and they desire to have a success and brilliant career in life. So, their career decision regrets higher than the other groups.

A significant difference was found between the career decision regrets and the part time working students. The part time working group has more career decision regret than the not working ones. Part time working make students more passionate and so, they could have more career decision regrets that the other group.

The scale scores were significantly differed according to 'fathers working or not' variable. The students whom fathers working have more career decision regret than the not working ones. The participants who observe their fathers could see the hard conditions in working life and they could have more desire to have a better career in life. So, their career choice couldn't make them happy and feel more regrets.

According to the scale scores, there was a significantly different in 'fathers' educational level' variable. It has been determined that high school graduated group have higher career decision regret scores than the not educated and primary school graduated groups. Also, bachelor graduated group has higher scores than the not educated and primary graduated groups. It could be occurred because of high educated fathers' children desire of having good conditions for their fathers. In real life sometimes, education couldn't bring you good career or good living conditions. Although, Roesse and Summerville (2005) stated that in their meta-analysis of 11 regret ranking studies revealed that the top six biggest regrets in life center on (in descending order) education, career, romance, parenting, the self, and

leisure. That result similar with the current study's results according to some variables.

Conclusion

In the field of sport, career development especially giving decision period is difficult for the students. In the current study, it was determined that the students who are studying at the Department of Sports Sciences in Bartın University had a little regret of career decisions (mean=38.05) and the scale scores of the students differed significantly according to their age, departments, grade, place of birth, academic average, residence place, part time working, fathers' working statute and educational level. The study group consists of only one university is seen as a limitation. Therefore, for future studies it may be suggested to increase the number of participants by joining the different universities' students in the Faculty of Sports Sciences.

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