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## Analyzing The Professional Concern Levels Of Physical Education And Sports Teacher Students' In Terms Of Different Variables

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### Abstract

Purpose: In modern times, it's generally accepted that students experience professional concern in finding job after graduating from the university. The purpose of this study is to analyze anxiety levels of physical education and sport teachers' in terms of different variables such as sex, class level, age, the sports type and level of family income. Method: 93 students (32 female and 61 male) took part in the study. As the data collection tool, "The Professional concern scale for teacher candidates", developed by Cabi and Yalçınalp (2013) and composed of eight sub-dimensions was used. For the data analysis; descriptive statistics, the Mann-Whitney U test, and Kruskal-Wallis test were applied. Findings: At the results of analysis, there was statistically significant difference ( $p < 0,05$ ) between two groups at the sub-dimension, coherence-centric, of the Professional concern scale for teacher candidates according to the sex variable while a statistically significant difference was not found in terms of sex at others sub-dimensions of the scale. There was no statistically significant difference in terms of the variables such as the class level, the sports type and level of family income at any sub-dimensions of the scale. Result: In this study, the Professional concern levels of physical education and sport teachers' in terms of different variables such as sex, class level, age, the sports conducted and level of family income were analyzed. While there was a statistically significant difference at the sub-dimension, coherence-centric, it was seen that there was no statistically significant difference at others sub-dimensions in term of any variables. That there wasn't much difference at concern level of the students may result from the education levels of students, closed to each other.

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## 1. Introduction

Parallel with the developments in science technology, various changes have been witnessed in different areas. One of the fields that has been affected from these changes is education. Education is one of the crucial milestones contributing to the advance of societies. It is the duty of education system to train the individuals who will provide the continuance and development of the society in every country. This duty of education system is implemented by formal and non-formal education institutions in different types and levels. In this respect, formal education institutions are responsible for having the individuals that form a society gained required basic knowledge, skills, attitudes and values that form a society, and then are responsible for having them gained capabilities required for higher instruction and professional life, and finally, these institutions are responsible for having the individuals of a society gained professional skills at sophisticated level in a professional area (Sağlam, 2009). In order to reach these goals, it is essential that education institutions employ well-educated, qualified, and skillful teachers. Prospective teachers who preferred to be a teacher in the future have a prerequisite of this profession to be successful which is they have to like this job. As a result of the instruction they received, prospective teachers are expected to have behavioral changes in cognitive, affective and psychomotor fields in accordance with the teaching profession (Doğan & Çoban, 2009). In addition to field lessons, the prospective teachers are given lesson related to pedagogical formation that helps them learn how to approach a student during the university education. However, there is no guidance or counseling towards their own affective conditions (Dursun & Karagün, 2012). As a result of this, prospective teachers frequently experience a situation of anxiety and stress towards their future jobs.

Anxiety is a situation experienced by many living species. Işık defines anxiety as a feeling that appears as a result of a danger probability coming from inner or outside world or any situation that is perceived and interpreted as dangerous by the person. (Cited in Dilmaç, 2010). University students are at one of the most important periods of their life. Their graduation is the beginning of their professional life or unemployment period. Job choice, future plans for their role in real life, their friendships, fear of being unemployed and various responsibilities are considered as some of the factors that cause anxiety in a person (Çakmak & Hevedanlı, 2004). These experiences are thought to cause the increase of anxiety after the graduation of prospective teachers from university.

Prospective teachers usually experience anxiety more especially in the last years of their university life. The Public Personnel Selection Examination (PPSE) which is a requirement for every prospective teacher to enter in Turkey in recent years, higher appointment scores of some departments, limited quota of some fields or limited number of appointments for some departments are regarded to increase the anxiety level of prospective teachers.

Fuller (1969) suggested handling occupational anxiety conditions in three groups. First one of these anxieties is egocentric anxieties; second one is occupation-related anxieties and the last one is student-related anxieties. Since the reaction of each individual is different against any anxiety situation, each anxiety type might appear in different levels for each prospective teacher. (Saban et al, 2004; cited in Atmaca, 2013).

A prospective teacher might experience the abovementioned anxieties. This study aims at researching occupational anxieties of prospective physical application and sports teachers in accordance with various variables.

## 2. Method

The study is organized as a descriptive research. 32 female and 61 male; totally 93 students from Anadolu University Faculty of Sport Sciences Physical Application and Sports Teaching department participated in the study voluntarily. Occupational Anxiety Scale for Prospective Teachers developed by Cabi and Yalçınalp (2013) was used as data collection instrument. The scale is a five point likert scale with 1 (I am worried a lot), 2 (I am fairly worried), 3 (I am partly worried), 4 (I am worried a little), 5 (I am not worried) There are 8 sections and 45 items in the scale. In addition to Occupational Anxiety Scale for Prospective Teachers a personal information form was used. This form included some demographic questions such as age, gender, grade, sports branch s/he has been doing and income level of the family. SPSS 15.0 for Windows was used at data analysis Prior to analyzing data, the data were examined whether they had a normal distribution or not and it was observed that the data didn't have a normal distribution. For this reason, the data were analyzed by using nonparametric analysis methods. Mann Whitney U test was conducted to compare the anxiety scores of participants related to gender and sports branch they were doing; as for comparing their anxiety scores related to economic level of their families and their class levels, Kruskal Wallis H

test was used. Descriptive statistics were used to identify the mean scores and standard deviation of anxiety scores. Frequency analysis was used to examine the distribution of data related to demographic information about the participants. Significance level of the comparisons was “ $p < 0,05$ ”.

### 3. Finding

Table 1. Descriptive statistical results of participants related to mean scores in scale sub dimensions

Variables	Sub variables	f	%
Gender	Female	32	34,4
	Male	61	65,6
Branch	Individual	39	41,9
	Team	54	58,1
	Freshman	27	29,0
Class level	Sophomore	18	19,4
	Junior	34	36,6
	Senior	14	15,1
Income level of families	1000 TL or below	25	26,9
	1001-1500 TL	23	24,7
	1501-2000 TL	23	24,7
	2001-2500 TL	10	10,8
	2501 TL or above	12	12,9

Table 2. Descriptive statistical results of participants related to mean scores in scale sub dimensions

Sub Dimensions	N	The lowest	The highest	X	Sd
Occupation-related anxiety	93	20,00	70,00	59,1505	9,37149
Economy-related anxieties	93	8,00	35,00	23,4946	6,33593
Student communication-related anxiety	93	8,00	30,00	24,1075	5,27600
Colleague and parent related anxiety	93	10,00	25,00	21,5591	3,61297
Personal development-related anxiety	92	4,00	20,00	16,3696	4,36700
Appointment-related anxiety	93	3,00	15,00	9,0753	3,66012
Adaptation-related anxiety	93	3,00	15,00	11,8280	2,78827
School administration-related anxiety	93	3,00	15,00	10,6129	3,09639

Table 3. Descriptive statistical results of participants related to mean scores of gender in scale sub dimensions

Dimensions	Gender				Significance	
	Female (n=32)		Male (n=61)			
	X	Sd	X	Sd	Z	P
Occupation-related anxiety	57,72	8,52	59,90	9,77	-1,63	,103
Economy-related anxieties	23,25	5,55	23,62	6,75	-,28	,783
Student communication-related anxiety	23,38	5,30	24,49	5,27	-1,08	,279
Colleague and parent related anxiety	21,31	3,50	21,69	3,69	-,63	,528
Personal development-related anxiety	15,77	4,54	16,67	4,28	-1,20	,231
Appointment-related anxiety	8,91	3,26	9,16	3,88	-,53	,597
Adaptation-related anxiety	11,22	2,52	12,15	2,89	-1,98	,048
School administration-related anxiety	1,22	3,15	1,82	3,07	-,86	,389

Examining Table 3 it can be seen that there was a statistically significant difference between female and male participants in terms of adaptation-related anxiety scores ( $p < 0,05$ ), however, as for other dimensions of anxiety, there wasn't any statistically significant difference between female and male participants ( $p > 0,05$ ).

Table 4. Descriptive statistical results of participants related to mean scores of sport type variable in scale sub dimensions

Dimensions	Sport type				Significance	
	Individual (n=39)		Team (n=54)			
	X	Sd	X	Sd	Z	P
Occupation-related anxiety	59,59	8,42	58,83	10,07	-,08	,935
Economy-related anxieties	23,26	6,37	23,67	6,36	-,27	,791
Student communication-related anxiety	24,03	5,35	24,17	5,27	-,05	,956
Colleague and parent related anxiety	21,79	3,37	21,39	3,80	-,44	,661
Personal development-related anxiety	17,10	3,82	15,83	4,69	-1,52	,128
Appointment-related anxiety	9,33	3,73	8,89	3,63	-,26	,793
Adaptation-related anxiety	12,18	2,84	11,57	2,75	-1,24	,213
School administration-related anxiety	10,56	3,14	10,65	3,10	-,04	,969

There were some differences in anxiety levels of participants in terms of sport type they were doing, however, these differences were not statistically significant ( $p > 0,05$ ).

Table 5. Descriptive statistical results of participants related to mean scores of economical level of families variable in scale sub dimensions

Dimensions	Income levels (TL)										Significance	
	1000 => (n=25)		1001-1500 (n=23)		1501-2000 (n=23)		2001-2500 (n=10)		2500 =< (n=12)		X <sup>2</sup>	P
	X	Sd	X	Sd	X	Sd	X	Sd	X	Sd		
Occupation-related anxiety	58,08	9,15	58,04	12,66	59,70	7,71	58,50	8,13	63,00	6,00	3,16	,532
Economy-related anxieties	23,56	6,73	23,61	7,42	23,43	6,29	24,70	2,95	22,25	6,12	1,19	,879
Student communication-related anxiety	23,04	5,60	24,78	5,58	23,39	5,43	24,20	4,44	26,33	4,10	4,33	,363
Colleague and parent related anxiety	21,20	3,43	21,09	4,38	21,65	3,64	21,20	3,26	23,33	2,39	4,53	,339
Personal development-related anxiety	16,33	4,42	15,83	4,91	16,04	5,04	16,40	2,46	18,08	2,97	2,95	,567
Appointment-related anxiety	9,28	4,01	9,87	4,08	8,52	3,40	8,40	2,01	8,75	3,84	2,27	,687
Adaptation-related anxiety	11,80	3,20	12,26	2,65	11,74	2,96	11,70	1,83	11,33	2,77	1,51	,825
School administration-related anxiety	10,48	2,82	10,70	3,73	10,61	3,09	10,50	1,43	10,83	3,76	1,02	,907

Examining table 5, it can be understood that there were not any statistically significant difference in terms of income level of families of the participants ( $p>0,05$ ).

Table 6. Descriptive statistical results of participants related to mean scores of class level variable in scale sub dimensions

Dimensions	Class level								Significance	
	freshman (n=27)		sophomore (n=18)		Junior (n=34)		Senior (n=14)		X <sup>2</sup>	P
	X	Sd	X	Sd	X	Sd	X	Sd		
Occupation-related anxiety	59,89	7,11	55,33	12,06	60,56	7,23	59,21	13,07	2,73	,435
Economy-related anxieties	22,00	6,42	22,06	5,79	24,09	6,10	26,79	6,58	6,01	,111
Student communication-related anxiety	24,67	5,30	23,11	5,51	24,24	4,89	24,00	6,20	1,18	,757
Colleague and parent related anxiety	22,48	2,83	20,22	3,99	21,56	3,03	21,50	5,29	5,89	,117

Personal development-related anxiety	15,67	4,84	16,47	4,65	16,65	3,87	16,93	4,51	1,08	,781
Appointment-related anxiety	10,15	3,01	8,33	2,93	8,91	4,12	8,36	4,31	4,12	,248
Adaptation-related anxiety	11,89	2,90	11,39	2,28	11,94	3,14	12,00	2,45	1,53	,676
School administration-related anxiety	10,26	3,25	10,78	2,37	10,29	3,25	11,86	3,21	3,81	,283

There were some differences in anxiety levels of participants in terms of class level, nevertheless, these differences were not statistically significant ( $p>0,05$ ).

#### 4. Discussions and Conclusion

Professional anxiety levels of students from Anadolu University Faculty of Sport Sciences Physical Application and Sports Teaching department were examined in this study. Considering the findings of the study, there was a statistically significant difference in terms of gender in adaptation-related anxiety scores ( $p<0,05$ ), as to the other sub dimensions of anxiety, (occupation-related, economy, student communication, colleague and parent, personal development, appointment and school administration-related anxiety) there was no statistically significant difference in terms of gender variable ( $p>0,05$ ). It can be said that these findings revealed a great deal of same results with the findings of the study conducted by Ünalđı and Alaz (2008). Furthermore, the study conducted by Taşğın (2006) had significant differences in occupation-related anxiety and egocentric anxiety sub dimensions in terms of gender variable. Özen et al. (2013) found significant differences at occupation-related, egocentric, and student-related anxiety sub dimensions in terms of gender in their study as well. The reason for having significant differences in terms of gender might be related to the number of participants and departments they were studying at.

Considering the sport type participants were doing, as another finding, it was found out that there was no significant difference among anxiety levels. This result is relevant to the findings of the study conducted by Taşğın (2006).

Another finding of the study was not having any significant difference between family income levels and anxiety levels. Çakmak and Hevedanlı (2004) and Dursun and Karagün (2012), also found out that there was no significant difference between income levels of the families and anxiety levels, and these findings also support the results of the present study. The reason for not having significant difference between family income and anxiety levels of the students might be the opportunities of finding part-time jobs and getting scholarship from different institutions. There are some studies the results of which did not have parallel results with our study. Ünalđı and Alaz (2008) found out that students with lower income levels had higher levels of anxiety compared to the students with higher income levels.

As to the results related to class levels, there was no significant difference in anxiety levels. Kurtuldu and Ayaydın (2010) conducted a study on Fine Arts Education department students and found out that the higher the level of class, the higher the level of occupation-related anxiety was. The difference between the findings of their study and the present study might stem from the difference of the scales used and the difference of the departments or the opportunities of finding a job after graduating from the department.

It can be understood that the occupational anxiety levels of the students vary in different departments. Some students in some departments do not experience any anxiety whereas others do. It is recommended that some seminars or other activities be organized for the students who experience anxiety about their future professions throughout their university life or they might get support from their supervisor teachers.

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