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Spor Bilimleri Alanında Lisans ve Pedagojik Formasyon Eğitimi Alan Öğretmen Adaylarının Mesleki Kaygı Düzeylerinin İncelenmesi*

Investigation of Professional Anxiety Levels of Teacher Candidates Studying Pedagogic Formation and Sports Science

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Abstract: The aim of this study is to investigate professional anxiety levels of the teacher candidates studying pedagogic formation and Sports Science. The sample group of the research represents the population and consists of 406 teachers in total studying pedagogic formation and at last grade in the departments of Sports Management (150), Recreation (150) and Coaching (106) in Gazi and Atatürk University. The personal information form prepared by the researchers and “Professional Anxiety Scale” developed by Cabi and Yalçınalp (2013) for teacher candidates have been implemented on the group. In the analysis of the data obtained from the research, SPSS 22.0 package program has been used. While T-test has been used in the comparison of quantitative continuous data between two independent groups, One Way Anova test has been used in the comparison of quantitative continuous data between more than two independent groups. Scheffé test as complete post hoc analysis has been used to determine the differences after the Anova test. The professional anxiety sub dimensions and personal traits such as gender, age, the university that the participants have graduated, and department which the participants have graduated from have been compared. According to the results of the analysis, it has been stated that there is a significant difference between professional anxiety sub dimensions and gender and university that the participants have graduated ($P<0.05$). Also, it has been identified that there is a significant difference between economic, social, colleague and parent, personal development, school administration centered anxieties and professional anxiety general sub dimensions and gender variable and student interaction centered anxiety sub dimensions and the sub dimension of the department that have been graduated ($P<0.05$). It has been found out that while the anxiety average points of the anxiety of participants’ duty centered, economic social centered anxiety, student interaction centered anxiety, colleague and parent centered anxiety, personal development centered anxiety, adaptation centered anxiety, school administration centered anxiety, professional anxiety general points are high, the averages of assignment centered anxiety are low.

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Structured Abstract: Introduction The activities of learning and teaching are a long process that starts with humankind's existence on earth and completes with ending a life in the universe (Murathan and Özdemir, 2017). The universities are education homes where the individuals deserve after a certain competence level. Their critical period levels can be low and soon after the success gained and on the other hand, their self confidence levels can be high. As they are getting closer to the end of their undergraduate educations, the concept of the critical period appears. It can be stated that their professional anxiety levels increase directly proportionate to this. Depended on the future performance that the individual does not know, the existence of anxiety is quite usual. Teachers are suffering from that their professional educations are not related to their needs both before their service and during their service. Teacher educating programs preparing the teachers for their profession should be planned as meeting their needs. With this reason, their satisfaction should be increased by identifying professional anxieties of teacher candidates (Fuller, 1969). Feelings are quite important in fronting sports in social framework with the concept of reliance in the phenomenon of education (Aygün and Öztaşyonar, 2019; Aygün, 2019). In this type of sensory conditions, we can say that it is one of the personal traits that we lack in the field of sports sciences in a recent competitive environment. Although the importance of sports increases day by day in our century, the number of the individuals graduating from sports science increases as well, in addition that, professional anxieties of teacher candidates who could not develop themselves properly appear. Accordingly, it is so important to identify professional anxiety levels of teacher candidates of Physical Education studied sports sciences. The main aim of the research is to determine the attitudes of teacher candidates studying pedagogic formation and undergraduate sports science program by investigating their anxiety levels towards the teaching profession according to gender, age, department, and university that the participants are studying.

Purpose of the Research: It has been aimed to the investigation of professional anxiety levels of teacher candidates studying pedagogic formation and sports science

Method: The sample group of this research consists of students in the departments of Sports Management (150), Recreation (150) and Coaching (106) (406 people in total) who have studied in Sports Sciences and taken pedagogic formation in Gazi University and Atatürk University in the educational years of 2017-2018, 2018-2019. In the material and method part, demographic information of participants, variables of study, gathering tool, and statistical methods applied to the data were discussed. In this research, a general survey model which is one of the descriptive research methods has been implemented. The General survey model has been explained by Karasar (2005) as a research method aiming to identify as it is.

Data Collection Tools

Professional Anxiety Scale: "Professional Anxiety Scale" developed by Cabi and Yalçınalp (2013) for a teacher candidate has been used to identify Professional anxieties of the students studying undergraduate sports sciences and pedagogic formation. The scale has been gradated in quintet to likert format (1=Very Anxious, 2=Quite Anxious, 3=Partly Anxious, 4=Little Anxious, 5=Never Feeling Anxious) and involves 45 articles. In the scale; there 8 sub dimensions which are duty centered anxiety, economic social centered anxiety, student-interaction centered anxiety, colleague and parent centered anxiety, personal development centered anxiety, assignment centered anxiety, adaptation centered anxiety and school administration centered anxiety. In this research, the reliability of the Professional anxiety scale has been found out high as Cronbach's Alpha=0.965. The lowest point that one can get from the scale is 45, the highest is 225 and the high points show that the professional anxieties of the students are less.

Conclusion: Consequently, for the teaching profession to be effective in every sense it is necessary to have a satisfied provider who can afford financial needs by selecting from the competent individuals educated without separating branch. Annihilating the factors causing the assignment anxiety of the individuals by related central administrations or minimizing will increase the respectability and effectiveness of the profession.

Keywords: Sports Management, Physical Education, Sports Science, Professional Anxiety.

Öz: Bu araştırmanın amacı spor bilimleri alanında lisans ve pedagojik formasyon eğitimi alan öğretmen adaylarının mesleki kaygı düzeylerinin incelenmesidir. Araştırmanın örneklem gurubu evreni temsil etmekte olup, Gazi üniversitesi ve Atatürk üniversitesinde Spor Yöneticiliği (150), Rekreasyon (150) ve Antrenörlük (106) bölümlerinin son sınıfında öğrenim gören ve pedagojik formasyon eğitimi alan toplamda 406 öğretmen

adayından oluşmaktadır. Gruba araştırmacı tarafından hazırlanmış kişisel bilgi formu ile Cabi ve Yalçınalp (2013) tarafından geliştirilmiş olan öğretmen adaylarına yönelik "Mesleki Kaygı Ölçeği" uygulanmıştır. Araştırmada elde edilen verilerin analizinde SPSS 22.0 paket programı kullanılmıştır. İki bağımsız grup arasında niceliksel sürekli verilerin karşılaştırılmasında t-testi, ikiden fazla bağımsız grup arasında niceliksel sürekli verilerin karşılaştırılmasında Tek yönlü (One way) Anova testi kullanılmıştır. Anova testi sonrasında farklılıkları belirlemek üzere tamamlayıcı post-hoc analizi olarak Scheffe testi kullanılmıştır. Mesleki kaygı alt boyutları ile cinsiyet, yaş, mezun olunan üniversite, mezun olunan bölüm gibi kişisel özellikler mukayese edilmiştir. Yapılan analiz sonuçlarına göre, mesleki kaygı alt boyutları ile cinsiyet ve mezun olunan üniversite arasında anlamlı bir fark tespit edilmiştir ($P<0.05$). Ayrıca ekonomik sosyal, meslektaş ve veli, kişisel gelişim, okul yönetimi merkezli kaygıları ve mesleki kaygı genel alt boyutlarının yaş değişkeni ile öğrenci iletişim merkezli kaygı alt boyutunun mezun olunan bölüm değişkeni ile arasında anlamlı bir fark tespit edilmiştir ($P<0.05$). Katılımcıların görev merkezli kaygı, ekonomik sosyal merkezli kaygı, öğrenci iletişim merkezli kaygı, meslektaş ve veli merkezli kaygı, kişisel gelişim merkezli kaygı, uyum merkezli kaygı, okul yönetimi merkezli kaygı, mesleki kaygı genel puan ortalamaları yüksek, atanma merkezli kaygı ortalamaları ise düşük olarak saptanmıştır.

Anahtar Kelimeler: Spor Yönetimi, Beden Eğitimi, Spor Bilimleri, Mesleki Kaygı.

Introduction

The activities of learning and teaching are a long process that starts with humankind's existence on earth and completes with ending a life in the universe (Murathan and Özdemir, 2017). The universities are education homes where the individuals deserve after a certain competence level. Their critical period levels can be low and soon after the success gained and on the other hand, their self confidence levels can be high. As they are getting closer to the end of their undergraduate educations, the concept of the critical period appears. It can be stated that their professional anxiety levels increase directly proportionate to this. Depended on the future performance that the individual does not know, the existence of anxiety is quite usual. It is hard to say that there is a claim related to that teacher prevents the anxieties in educational programs to happen or is very effective (Ralph, 2004). Because teacher candidates come across the phenomenon of teaching for the first time, they have never anxiety. They face later anxieties. This comprises also the anxieties related to what other people think about them and whether they can teach or not. After these, the anxieties like planning the lesson related to teaching and time management start (Fuller and Parson, 1974). Early field experience for teacher candidates helps them to be able to qualify themselves with an identity of being a teacher and so be mature by developing their anxieties (Boz, 2008; Yerger, 2011). Teachers are suffering from that their professional educations are not related to their needs both before their service and during their service. Teacher educating programs preparing the teachers for their profession should be planned as meeting their needs. With this reason, their satisfaction should be increased by identifying professional anxieties of teacher candidates (Fuller, 1969). In addition to the courses related to their branch theoretically and practically in the time when they take career education, they also take the courses for teacher formation presenting information in terms of approaching students. However, there is not any guidance that means counseling for their own sentimental conditions of teacher candidates (Dursun and Karagün, 2012). Feelings are quite important in fronting sports in social framework with the concept of reliance in the phenomenon of education (Aygün and Öztaşyonar, 2019; Aygün, 2019). In this type of sensory conditions, we can say that it is one of the personal traits that we lack in the field of sports sciences in a recent competitive environment. Although the importance of sports increases day by day in our century, the number of the individuals graduating from sports science increases as well, in addition that, professional anxieties of teacher candidates who could not develop themselves properly appear. Accordingly, it is so important to identify professional anxiety levels of teacher candidates of Physical Education studied sports sciences. The main aim of the research is to determine the attitudes of teacher candidates studying pedagogic formation and undergraduate sports science program by investigating their anxiety levels towards

teaching profession according to gender, age, department and university that the participants are studying.

Method

The sample group of this research consists of students in the departments of Sports Management (150), Recreation (150) and Coaching (106) (406 people in total) who have studied in Sports Sciences and taken pedagogic formation in Gazi University and Atatürk University in the educational years of 2017-2018, 2018-2019. In material and method part, demographic information of participants, variables of study, gathering tool and statistical methods applied to the data were discussed.

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Data Analysis

The data obtained from the research has been analyzed by using SPSS (Statistical Package for Social Sciences) for Windows 22.0 program. In the evaluation of the data number, percentage, average and standard deviation have been used as complete statistical methods.

While T-test has been used in the comparison of quantitative continuous data between two independent groups, One Way Anava test has been used in the comparison of quantitative continuous data between more than two independent groups. Scheffe test as complete post hoc analysis has been used to determine the differences after Anova test.

Findings

In this section, there are findings obtained at the end of the data collected via the scale from the teacher candidates participated in the research. Based on the findings, explanation and comments have been made.

Table 1: Descriptive Features

Groups	Frequency(n)	Percentage (%)
Gender		
Male	212	52.2
Female	194	47.8
Age		
25 years old and under	375	92.4
Over 25 years	31	7.6

University which the individuals graduated		
Gazi University	334	82.3
Atatürk University	72	17.7
Department which the individuals graduated		
Sports Management	150	36.9
Recreation	150	36.9
Coaching	106	26.1

212 of the students (%52.2) participated in the research is male and 194 number of them (%47.8) is female. 375 of the students are 25 years old and under 25 (%92.4) and 31 of them are over 25 years old (%7.6). 334 of the students are studying in Gazi University is (%82.3) and 72 of them are studying at Atatürk University is (%17.7). 150 of the students are in the department of Sports Management is (36.9), 150 of them are in the department of Recreation (36.9) and 106 of them are in the department of Coaching (26.1) (Table 1).

Table 2: The Averages of Professional Anxiety Points

	N	Average	Mean Rank	Min.	Max.
Duty Centered Anxiety	406	3.760	1.017	1.000	5.000
Economic Social Centered Anxiety	406	3.494	1.022	1.000	5.000
Student Interaction Centered Anxiety	406	3.788	1.127	1.000	5.000
Colleague and Parent Centered Anxiety	406	3.813	1.018	1.000	5.000
Personal Development Centered Anxiety	406	3.778	1.214	1.000	5.000
Assignment Centered Anxiety	406	2.512	1.212	1.000	5.000
Adaptation Centered Anxiety	406	3.810	1.141	1.000	5.000
School Administration Centered Anxiety	406	3.585	1.092	1.000	5.000
Professional Anxiety General	406	3.638	0.857	1.000	5.000

The “duty centered anxiety” averages (3.760±1.017) (Min=1; Max=5), “economic social centered anxiety” averages (3.494±1.022) (Min=1; Max =5), “students interaction centered anxiety” averages (3.788±1.127) (Min=1; Max=5), “colleague and parents centered anxiety” averages (3.813±1.018) (Min=1; Max=5), “personal development centered anxiety” averages (3.778±1.214) (Min=1; Max=5), “adaptation centered anxiety” averages (3.810±1.141) (Min=1; Max=5), “school administration centered anxiety” averages (3.585±1.092) (Min=1; Max=5) and “professional anxiety general” averages of the students (3.638±0.857) (Min=1; Max=5) have been found high, and their “assignment centered anxiety” averages (2.512±1.212) (Min=1; Max=5) have been identified weak (Table 2).

Table 3: Condition of Differentiation in Professional Anxiety Points According to Descriptive Features

Demographic Features	n	Duty Centered Anxiety	Economic Social Centered Anxiety	Student Interaction Centered Anxiety	Colleague and Parent Centered Anxiety	Personal Development Centered Anxiety	Assignment Centered Anxiety	Adaptation Centered Anxiety	School Administration Centered Anxiety	Professional Anxiety General
Gender		Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr
Male	212	3.86±0.95	3.67±0.93	3.92±1.02	3.93±0.91	3.89±1.15	2.76±1.23	3.94±1.00	3.74±1.03	3.77±0.79
Female	194	3.65±1.08	3.30±1.08	3.65±1.22	3.68±1.11	3.66±1.27	2.24±1.14	3.67±1.26	3.41±1.13	3.49±0.91
t=		2.043	3.716	2.408	2.524	1.909	4.349	2.368	3.102	3.334
p=		0.043	0.000	0.017	0.013	0.058	0.000	0.020	0.002	0.001
Age		Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr
25 years old and Below	375	3.73±1.03	3.45±1.03	3.78±1.13	3.79±1.04	3.74±1.23	2.49±1.22	3.78±1.16	3.55±1.10	3.61±0.87

Over 25	31	4.07±0.86	4.09±0.75	3.90±1.14	4.10±0.71	4.27±0.90	2.82±1.10	4.17±0.84	3.97±0.88	3.99±0.64
t=		-1.753	-3.407	-0.593	-1.657	-2.381	-1.464	-1.845	-2.041	-2.378
p=		0.080	0.000	0.554	0.028	0.004	0.144	0.066	0.042	0.018
University Graduated		Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr
Gazi University	334	3.62±1.03	3.36±1.01	3.67±1.14	3.67±1.03	3.60±1.23	2.40±1.18	3.70±1.17	3.46±1.09	3.50±0.85
Atatürk University	72	4.42±0.63	4.11±0.82	4.34±0.87	4.48±0.63	4.59±0.72	3.03±1.23	4.30±0.87	4.18±0.88	4.27±0.57
t=		-6.345	-5.876	-4.745	-6.379	-6.609	-4.062	-4.065	-5.228	-7.281
p=		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Department Graduated		Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr	Ave. ± Mr
Sports Management	150	3.62±1.06	3.58±0.97	3.64±1.15	3.67±0.96	3.73±1.16	2.58±1.27	3.68±1.11	3.52±1.13	3.56±0.90
Recreation	150	3.90±1.01	3.56±1.11	3.97±1.12	3.89±1.13	3.94±1.23	2.57±1.24	3.82±1.21	3.70±1.15	3.75±0.92
Coaching	106	3.76±0.95	3.29±0.94	3.73±1.08	3.91±0.91	3.63±1.25	2.34±1.07	3.97±1.08	3.51±0.94	3.59±0.68
F=		2.927	2.914	3.479	2.395	2.301	1.396	1.984	1.438	2.164
p=		0.055	0.055	0.032	0.092	0.102	0.249	0.139	0.239	0.116
PostHoc=				2 > 1 (p<0.05)						

It has been found out that duty centered anxiety points of male teacher candidates participated in the research ($x=3.858$) are higher than duty centered anxiety points of females ($x=3.652$) ($t=2.043$; $p=0.043<0.05$). Economic social centered anxiety points of males ($x=3.672$) have been found higher than economic social centered anxiety points of the females ($x=3.300$) ($t=3.716$; $p=0<0.05$). Student interaction anxiety points of males ($x=3.916$) have been found higher than student interaction anxiety points of the females ($x=3.648$) ($t=2.408$; $p=0.017<0.05$). Colleague and parent centered anxiety points of males ($x=3.934$) have been found higher than colleague and parent centered anxiety points of the females ($x=3.680$) ($t=2.524$; $p=0.013<0.05$). Assignment centered anxiety points of males ($x=2.756$) have been found higher than assignment centered anxiety points of the females ($x=2.244$) ($t=4.349$; $p=0<0.05$). It has been found out that adaptation centered anxiety points of males ($x=3.937$) are higher than adaptation centered anxiety points of the females ($x=3.670$) ($t=2.368$; $p=0.02<0.05$). School administration centered anxiety points of males ($x=3.744$) have been found higher than school administration centered anxiety points of the females ($x=3.411$) ($t=3.102$; $p=0.002<0.05$). Professional anxiety general points of males ($x=3.772$) have been found higher than professional anxiety general points of the females ($x=3.492$) ($t=3.334$; $p=0.001<0.05$). Personal development centered anxiety points of teacher candidates do not show significant differences according to gender variable ($p>0.05$) (Table 3).

Economic social centered anxiety points of teacher candidates who are 25 years old and under participated in the research ($x=3.445$) have been found lower than the economic social centered anxiety points of the ones who are over 25 ($x=4.088$) ($t=-3.407$; $p=0<0.05$). Colleague and parent centered anxiety points of the ones who are 25 years old and under ($x=3.789$) have been found lower than the colleague and parent centered anxiety points of the ones over 25 ($x=4.103$) ($t=-1.657$; $p=0.028<0.05$). Personal development anxiety points of the ones who are 25 years old and under ($x=3.737$) have been found lower than personal development centered anxiety points of the ones over 25 ($x=4.274$) ($t=-2.381$; $p=0.004<0.05$). School administration centered anxiety points of the ones who are 25 years old and under ($x=3.553$) have been found lower than school administration centered anxiety points of the ones ($x=3.968$) ($t=-2.041$; $p=0.042<0.05$). Professional anxiety general points of the ones who are 25 years old and under ($x=3.609$) have been found lower than professional anxiety general points of the ones over 25 ($x=3.988$) ($t=-2.378$; $p=0.018<0.05$). Duty centered anxiety, student interaction centered anxiety, assignment centered anxiety, adaptation centered anxiety points of the students do not show significant difference according to age variable ($p>0.05$) (Table 3).

The duty centered anxiety points of teacher candidates graduating from Gazi University participated in the research ($x=3.618$) have been found lower than duty centered anxiety points of the ones graduating from Atatürk University ($x=4.419$) ($t=-6.345$; $p=0<0.05$). Economic social centered anxiety points of the ones graduating from Gazi University ($x=3.361$) have been found lower than economic social centered anxiety points of the ones graduating from Atatürk University ($x=4.111$) ($t=-5.876$; $p=0<0.05$). Student interaction centered anxiety points of the ones graduating from Gazi University ($x=3.668$) have been found lower than student interaction centered anxiety points of the ones graduating from Atatürk University ($x=4.345$) ($t=-4.745$; $p=0<0.05$). Colleague and parent centered anxiety points of the ones graduating from Gazi University ($x=3.670$) have been found lower than colleague and parent centered anxiety points of the ones graduating Atatürk University ($x=4.475$) ($t=-6.379$; $p=0<0.05$). Personal development centered anxiety points of the ones graduating from Gazi University ($x=3.603$) have been found lower than personal development centered anxiety points of the ones graduating from Atatürk University ($x=4.594$) ($t=-6.609$; $p=0<0.05$). Assignment centered anxiety points of the ones graduating from Gazi University ($x=2.400$) have been found lower than assignment centered anxiety points of the ones graduating from Atatürk University ($x=3.028$) ($t=-4.062$; $p=0<0.05$). Adaptation centered anxiety points of the ones graduating from Gazi University ($x=3.705$) have been found lower than adaptation centered anxiety points of the ones graduating from Atatürk University ($x=4.296$) ($t=-4.065$; $p=0<0.05$). School administration centered anxiety points of the ones graduating from Gazi University ($x=3.457$) have been found lower than school administration centered anxiety points of the ones graduating from Atatürk University ($x=4.176$) ($t=-5.228$; $p=0<0.05$). Professional anxiety general points of the ones graduating from Gazi University ($x=3.503$) have been found lower than professional anxiety general points of the ones graduating from Atatürk University ($x=4.266$) ($t=-7.281$; $p=0<0.05$) (Table 3).

Student interaction centered anxiety points of teacher candidates participated in the research show significant difference according to the variable of department graduated ($F=3.479$; $p=0.032<0.05$). The reason of the difference is that student interaction centered anxiety points of the ones in the Recreation department are higher than student interaction centered anxiety points of the ones in Sports Management ($p<0.05$). Duty centered anxiety, economic social centered anxiety, colleague and parent centered anxiety, personal development centered anxiety, assignment centered anxiety, adaptation centered anxiety, school administration centered anxiety, professional anxiety general points of teacher candidates do not significant difference according to the variable of department graduated ($p>0.05$) (Table 3).

Discussion, result, and suggestion

These results below have been reached by evaluating the data obtained for identifying professional anxiety levels of teacher candidates studying pedagogic formation and undergraduate sports science.

When examining professional anxiety points averages of Physical Education teacher candidates participated in the research, their duty centered anxiety, economic social centered anxiety, student interaction centered anxiety, colleague and parent centered anxiety, personal development centered anxiety, adaptation centered anxiety, school administration centered anxiety and professional anxiety general averages are high. Their averages of assignment centered anxiety points are weak (Table 2).

The findings of the research have been discussed according to gender variables in the literature basis. In the research which Taşğın (2006) has carried out for investigating professional anxiety levels of teacher candidates studying at school of Physical Education and Sports, it has been stated that duty centered and self-centered anxiety levels of the female students are significantly higher than the male student. Dursun and Karagün (2012) in their research conducted on final year students of Kocaeli University, School of Physical Education and Sports have stated

that although professional anxiety total points of the female students are higher than the male students according to gender variable and in general, in the result of statistical analysis professional anxieties of the students do not show significant difference according to gender variable. Akgün and friends (2007) in their study, which they investigated the anxiety levels of the students of Science and Maths Teaching have identified that there is no statistically significant difference between anxiety levels according to gender. Bozdam (2008) in his research investigating professional anxiety levels of teacher candidates according to some variables has stated that anxiety levels of the females are higher than the males according to gender variable. The reason of this has been stated like that the females are under pressure more in society and family compared to males. These studies show parallelism to our study. In the researchers conducted to identify professional anxiety levels of teacher candidates, it has been reported that female students are more anxious than male students according to gender variable (Akgün and friends, 2007; Dursun and Karagün, 2012; Dilmaç 2010; Kafkas and friends 2010; Murathan 2019; Saban vd., 2004; Taşğın, 2006; Kara, 2016; Okan, 2017). It has been found out that duty centered, economic social centered, student interaction centered, colleague and parent centered, assignment centered, adaptation centered, school administration centered, professional anxiety general points averages of males are higher than the females in our research ($p < 0.05$). Personal development centered anxiety sub dimension does not show a significant difference according to gender variable (Table 3). Çelik (2017) in his research in the name of investigation of the relationship between personal traits and professional anxiety levels which has been conducted on Teachers of Turkish, has determined that anxiety levels of the students according to gender variable show significant differences both in whole and sub dimensions. It has been stated that anxiety levels of males are higher than females in whole and also while anxiety levels of males are higher in duty centered, students interaction centered, colleague and parent centered, personal development centered and assignment centered anxiety sub dimensions, only in economic social centered anxiety sub dimension anxiety levels of the females are higher than the males (Çelik, 2017). It has been seen in our research in general that the anxiety levels of males are higher than anxiety levels of females. With these findings, it can be said that the gender variable is an important variable for identifying professional anxiety levels for teacher candidates. Çelik (2017) in his research has identified that there are differences in the sub dimensions of Student/Communication Centered Anxiety and School Administration Centered Anxiety when examining professional anxiety levels of teacher candidates according to age variable. It has been seen that the 17-20 age group are becoming prominent compared to the other two age groups in the School Administration sub dimension. In our research according to age variable, it has been found out that economic social, colleague and parent, personal development, school administration centered professional anxiety general points of the ones who are 25 years old and under are lower than the professional anxiety general points of the ones over 25 years old ($p < 0.05$) (Table 3).

When examining the researchers conducted to identify professional anxiety levels of teacher candidates, in some researches it has been seen that as the age rate increases, there is a decrease in professional anxiety levels (Bozdam, 2008; Saban and friends, 2004). In the research of Dursun and Karagün (2012), it has been reported that total professional anxiety points do not show a significant difference according to the age variable. Our research show parallelism to this result and it has not been identified that there is the significant difference in sub dimensions of duty centered, student interaction centered, assignment centered, and adaptation centered anxiety. Çelik (2017) in his research when examining whether anxiety levels change according to university variable, has identified that both in whole and in all sub factors there is a differentiation. It has been found out that the anxiety levels of the students studying at Abant İzzet Baysal University are lower than the students from other universities. Bozdam (2008) in his research in the name of investigation of professional anxiety levels of teacher candidates according to some variables, has identified that point averages obtained in sub dimensions of self-centered, duty centered and

student centered do not differ in a significant way according to gender variable and there is a significant difference according to age and department and anxiety levels of teacher candidates are in medium level.

Consequently, for the teaching profession to be effective in every sense it is necessary to have a satisfied provider who can afford financial needs by selecting from the competent individuals educated without separating branch. Annihilating the factors causing the assignment anxiety of the individuals by related central administrations or minimizing will increase the respectability and effectiveness of the profession.

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