

The Relationship between Physical Education and Sports Teacher Candidates' Attitudes toward the Teaching Profession and Levels of Satisfaction with Life

Eslem ÖZDEN¹, Fatih YAŞARTÜRK^{2*}

¹Bartın University, Graduate School, Bartın, Turkey
<https://orcid.org/0009-0001-0878-8985>

²Bartın University, Faculty of Sport Science, Bartın, Turkey
<https://orcid.org/0000-0003-4934-101X>

Email: eslmozdn@gmail.com , fatihyasarturk@gmail.com

Type: Research Article (Received: 12.06.2024 – Accepted: 10.08.2024)

Abstract

This study aimed to examine the relationship between the attitudes of physical education and sports teacher candidates toward the teaching profession and their levels of satisfaction with life. The study population consisted of 203 students studying at Bartın University, Faculty of Sports Sciences, Department of Physical Education and Sports in the 2022-2023 academic year. The sample of the study comprised 165 volunteer students (98 male and 67 female) selected through a simple random sampling method. Data were collected using a personal information form for the candidates, the "Attitude Toward the Teaching Profession Scale (ATTPS)" and "Satisfaction with Life Scale (SWLS)". The collected data were analyzed using frequency, percentage distribution, and arithmetic mean, as well as independent sample t-test and the Pearson correlation analyses. The SPSS 26.0 software package was employed for data analysis. The study results revealed a significant difference in the mean total scores of ATTPS and SWLS based on the t-test results of the active engagement in sports variable ($p < 0.05$). Regarding the family income variable, the correlation analysis indicated a moderate and positive significant relationship with mean SWLS total scores, while no significant relationship was found with mean ATTPS total scores ($p < 0.05$). Similarly, for the leisure time variable, a moderate and positive significant relationship was identified with mean SWLS total scores, but no significant relationship was observed with mean ATTPS total scores ($p < 0.05$). Moreover, a low and positive significant relationship was noted between ATTPS and SWLS ($p < 0.05$). In conclusion, the study suggests that as physical education and sports teacher candidates' attitudes toward the teaching profession increase, their levels of satisfaction with life are likely to rise. Simultaneously, an increase in satisfaction with life may contribute to a higher level of positive attitude toward the teaching profession.

Keywords: Physical education and sports teacher candidates, Attitude toward the teaching profession, Satisfaction with life.

Introduction

Achievement positive outcomes in today's education process, collaboration among teachers, administrators, and families is essential. The cooperation and perceived competence of teachers and teacher candidates, particularly in classroom management, significantly influence their professional attitudes and behaviors toward students. A teacher's attitude toward the profession is prominently displayed and shaped by feedback or results received from students.

Teachers with a high sense of competence invest more effort in learning-teaching activities and guide their students toward goals more effectively than those with a low sense of competence (Bandura, 1993). However, it is crucial to recognize that a teacher's quality and competence are not solely determined by their education and diploma. According to Jones (1993) indeed, conceptual knowledge skills alone are insufficient; a teacher must also possess a sense of professional belief and sincerity. Therefore, fostering a positive attitude toward the profession relies not only on conceptual knowledge skills but also on the quality of relationships with students (Semerci and Semerci, 2004, as cited in Gencer, 2017). Teachers' attitudes toward students directly impact their professional success and satisfaction level (Gundersen, 2004; Tümkaya, 2011; Aloudat, 2017).

The professional competence, behavior, values, social education status, and attitude of teachers affect students' behavior and knowledge levels (Gömleksiz, 2004). In educational institutions, physical education and sports teachers, given the function of their courses, can exert more influence on students (Ilkim, 2006). The unique educational competence and skills of physical education and sports teachers set them apart from other teachers (Temel, Altınkok and Kayışoğlu, 2016; Karabulutlu and Pular, 2017), thus making their attitudes toward the profession crucial for achieving desired behavioral changes in students (Yazıcılar-Özçelik, Çobanoğlu and Koç, 2020).

A positive attitude of an individual in general life translates into an efficient professional performance. A positive attitude toward the teaching profession manifests in a teacher's classroom attitude and behavior, allowing them to fulfill their professional role more effectively (Recepoglu, 2013). Thus, it can be considered that the attitude of teacher candidates toward the profession, coupled with effective classroom management, positively influences overall satisfaction with life, creating subjective well-being and happiness.

The concept of "satisfaction with life" was initially defined by Neugarten, Havinghurst and Tobin (1961) as the state or result derived from comparing an individual's expectations (what one desires) with their possessions (what one actually has). Satisfaction with life is described as the state resulting from the comparison of an individual's expectations with the actual situation (Yaşartürk and Bilgin, 2019). The cognitive assessment of key life domains such as social life, family, and work environment generally constitutes an important indicator of satisfaction with life, a crucial aspect of the quality of life standard (Diener, 1984). Satisfaction with life encompasses the individual's positive assessment of their life according to the criteria they have determined (Diener et al., 1985). Satisfaction with life, which is a subjective assessment, is linked to the interactions leading to positive emotions in critical dimensions of an individual's life being more than those leading to negative emotions (Diener and Lucas, 1999).

Satisfaction with life significantly impacts people's overall quality of life and their performance in organizational settings. Individuals who are discontented in their private and professional lives often exhibit lower performance and productivity in their work. In this

regard, it holds significance for educators, who, in a sense, contribute to shaping the future of society within educational organizations. A high level of satisfaction with life among teachers is crucial for them to succeed and perform well (Uludağ, 2019). Concurrently, an education system ready for the use of future generations will be effective and efficient when teachers experience a heightened sense of satisfaction with life (Korkut and Aslan, 2019).

In light of this information, physical education and sports teacher candidates' satisfaction with life holds the potential to directly or indirectly influence their professional attitudes, subsequently impacting student productivity at school. The interconnection between the attitudes of physical education and sports teacher candidates towards their profession and their satisfaction with life is crucial for the holistic development of students-socially, psychologically, and physically. As instructors and guides, their attitudes play a pivotal role in shaping the quality of the educational environment.

Statement of the Problem

Nowadays, the most appropriate attitude, efficiency and performance of prospective physical education and sports teachers in the education and training process will be directly supportive for the implementation of the right attitude towards the profession. However, the fact that physical education and sports teacher candidates are directly involved in practices that will increase the success of the profession in both theoretical and practical courses will show value as a resource for our future students. Therefore, performing activities that include diversity and efficiency in leisure time will increase life satisfaction and as a result, this will create an incentive factor for attitudes towards the profession. Therefore, the fact that physical education and sports teacher candidates have high life satisfaction in their social life outside of education will shed light on the way to becoming a successful physical education and sports teacher.

Purpose of the Study

The aim of this study was to investigate the relationship between the attitudes of physical education and sports teacher candidates toward their profession and their levels of satisfaction with life.

Problem of the Study

How are physical education and sport teacher candidates' attitudes towards profession and life satisfaction levels?

Sub-problems of the study

1. Is there a significant difference between physical education and sport teacher candidates' attitudes towards profession and life satisfaction levels according to gender variable?
2. Is there a significant difference between physical education and sport teacher candidates' attitudes towards profession and life satisfaction levels according to the variable of doing active sports?
3. Is there a significant relationship between physical education and sport teacher candidates' attitudes towards profession and life satisfaction levels according to age variable?
4. Is there a significant relationship between physical education and sport teacher candidates' attitudes towards profession and life satisfaction levels according to family income variable?

5. Is there a significant relationship between physical education and sport teacher candidates' attitudes towards profession and life satisfaction levels according to duration of leisure time variable?

Material and Method

Research Model

The study employed a relational screening model, which involves analyzing variables to scrutinize the relationships and differences between them (Özdemir, 2010). This model is a correlational research approach aimed at revealing changes in two or more variables simultaneously and gaining insights into cause-and-effect relationships (Büyüköztürk et al., 2021; Karasar, 2022).

Population-Sample (Study Group)

The study group comprised 165 volunteer students (98 male and 67 female) selected through a simple random sampling method from a total of 203 students studying at Bartın University, Faculty of Sports Sciences, Department of Physical Education and Sports during the 2022-2023 academic year.

Data Collection Tools

Prior to commencing the data collection phase, the study obtained ethical approval from the Bartın University Social and Human Sciences Ethics Committee, identified by the letter numbered 2023-SBB-0354 at the meeting number 13, dated 15.06.2023. The data collection for the study was conducted using a Google Form. Participants were provided with comprehensive information regarding the study's objectives and procedures, emphasizing the significance of accurate responses for the integrity of the study results.

Personal Information Form

The personal information form designed by the researchers encompasses questions on key independent variables, including gender, active engagement in sports, age, income and duration of leisure time.

Attitude Toward the Teaching Profession Scale

The Attitude Toward the Teaching Profession Scale (ATTPS) was developed by Ustuner in 2006 as a tool to assess the attitudes of students enrolled in teaching programs toward the teaching profession. This one-dimensional attitude scale comprises a total of 34 items. Scoring is conducted on a 5-point Likert-type scale, with responses ranging from "Totally Agree (1), Mostly Agree (2), Moderately Agree (3), Partially Agree (4), Strongly Disagree (5)." The maximum attainable score is 170, and the minimum is 34. The scoring involves reversing the scores for negative items (2-5-6-7-8-15-20-21-30-32), where the values are entered as "1=5, 2=4, 3=3, 4=2, 5=1." A higher score on the scale indicates an increased positive attitude toward the teaching profession, while a lower score suggests a decreased positive attitude. The validity of the scale is 0.89, the reliability coefficient stands at 0.72, and the internal consistency coefficient (Cronbach's alpha) is 0.93 (Üstüner, 2006).

Satisfaction with Life Scale

The Satisfaction with Life Scale (SWLS), developed by Diener et al. (1985), serves the purpose of assessing individuals' satisfaction with their lives. Dağlı and Baysal (2016) adapted the scale to the Turkish context, ensuring its validity and reliability. This scale comprises 5 items and originally utilized a 7-point Likert scale, which was later adapted to a

5-point Likert scale during the Turkish adaptation process. The scoring is as follows: "Strongly Disagree (1), Slightly Agree (2), Moderately Agree (3), Strongly Agree (4), and "Totally Agree (5)." The total score on the scale ranges from a minimum of 5 to a maximum of 25, with higher scores indicating increased satisfaction with life and lower scores suggesting decreased life satisfaction. In the original study, the reliability coefficient (Cronbach's alpha) was found to be $\alpha=.87$, and the dependent validity was reported as .82. During the adaptation study, the scale's reliability was established with a Cronbach's Alpha value of .86, and the test-retest reliability coefficient was calculated as $r=0.73$ (Dağlı and Baysal, 2016).

Ethical Approval

Prior to commencing the data collection phase, the study obtained ethical approval from the Bartın University Social and Human Sciences Ethics Committee, identified by the letter numbered 2023-SBB-0354 at the meeting number 13, dated 15.06.2023.

Analysis of the Data

The data were analyzed using the SPSS 26.0 software package. Skewness and kurtosis tests were performed to determine whether the data followed a normal distribution. Parametric tests were subsequently employed, guided by the identification of a normal distribution in the data. Frequency, percentage distribution, arithmetic mean, independent sample t-test, and Pearson correlation analysis were used in the analysis of the data. The reliability of the scores obtained from the scales was assessed by calculating the internal consistency coefficient, with consideration given to the significance value ($p<0.05$) and confidence intervals.

Table 1. Reliability and kurtosis-skewness values of ATTPS and SWLS

Scales	Item number	N	\bar{X}	SD	Skewness	Kurtosis	Cronbach's Alpha
ATTPS	34	165	3.79	0.84	-0.661	0.046	0.95
SWLS	5	165	2.68	0.75	-.191	-.101	0.77

As is seen in Table 1, the ATTPS exhibits a mean score of 3.79, with a corresponding standard deviation of 0.84. Analysis of the skewness (-0.661) and kurtosis (0.046) values suggests that the measurement tool adheres to the assumption of normality. The internal consistency coefficient for ATTPS, consisting of 34 items, was calculated as 0.95. As for the SWLS, its mean score is 2.68, with a standard deviation of 0.75. Investigation into the skewness (-0.191) and kurtosis (-0.101) values of SWLS indicates conformity to the normality assumption. The internal consistency coefficient for SWLS, including 5 items, was determined to be 0.77.

Findings

Table 2. Demographic characteristics of participants

Variables	N	%	\bar{X}	S
Gender	Male	97	58.8	
	Female	68	41.2	
Active engagement in sports	Yes	121	73.3	
	No	44	26.7	
Age	165		23.61	3.86
Income	165		11.770 TL	9654
Duration of leisure time	165		5.89	3.43

According to Table 2, 58.8% of the participants are male, while 41.2% are female. Additionally, 73.3% of the participants are actively engaged in sports, whereas 26.7% do not actively do sports. The participants reported the mean age is 23.61 years, the mean income among participants is 11.770 TL (Turkish Liras) and a mean daily leisure time of 5.89 hours.

Table 3. ATTPS and SWLS t-test results by gender variable

Sub-dimensions	Gender	N	\bar{X}	S	SD	t	p
ATTPS	Female	97	3.71	.86	163	-.119	.905
	Male	68	3.73	.81			
SWLS	Female	97	2.70	.75		.395	.693
	Male	68	2.65	.75			

As presented in Table 3, the analysis of the t-test results for physical education and sports teacher candidates based on the gender variable reveals no statistically significant difference between the mean ATTPS and SWLS total scores ($p < 0.05$).

Table 4. ATTPS and SWLS t-test results by active engagement in sports variable

Sub-dimensions	Active engagement in sports	N	\bar{X}	S	SD	t	p
ATTPS	Yes	121	4.00	.83	163	3.017	.035*
	No	44	3.40	.87			
SWLS	Yes	121	2.95	.72		2.980	.045*
	No	44	2.37	.82			

($p < 0.05$)*

Table 4 shows the t-test results of physical education and sports teacher candidates by the active engagement in sports variable. Accordingly, a statistically significant difference was noted between the mean ATTPS total scores ($p < 0.05$). The attitude toward the teaching profession and the level of satisfaction with life of the participants who were actively engaged in sports were significantly higher than those who did not actively do sports.

Table 5. Results of the correlation between age variable with ATTPS and SWLS

Age	r	ATTPS	SWLS
		.250*	.104
	p	.045	.183

($p < 0.05$)*

As per the correlation analysis results presented in Table 5, a positive and low-level significant relationship was observed between the age variable and the participants' attitudes toward the teaching profession ($p < 0.05$). However, no significant correlation was noted between the age variable and their levels of satisfaction with life.

Table 6. Results of the correlation between income variable with ATTPS and SWLS

Family income	r	ATTPS	SWLS
		.063	.300*
	p	.421	.033

($p < 0.05$)*

According to the correlation analysis results in Table 6, there is no significant relationship between the family income variable and the participants' attitudes toward the teaching profession. However, a positive and moderately significant correlation was identified between the family income variable and the level of satisfaction with life ($p < 0.05$).

Table 7. Results of the correlation between leisure time duration with ATTPS and SWLS

		ATTPS	SWLS
Duration of leisure time	r	.099	.310*
	p	.208	.031

($p < 0.05$)*

According to the correlation analysis results in Table 7, no significant correlation was seen between the duration of leisure time and the participants' attitudes toward the teaching profession, while there was a positive and moderately significant correlation between the duration of leisure time and the level of satisfaction with life ($p < 0.05$).

Table 8. Correlation between ATTPS and SWLS

		ATTPS
SWLS	r	.290*
	p	.037

($p < 0.05$)*

The results of the correlation analysis presented in Table 8 showed a positive and low-level significant correlation between the participants' attitude toward the teaching profession and their level of satisfaction with life ($p < 0.05$).

Discussion and Conclusion

The study was conducted to examine the relationship between attitudes toward the teaching profession and levels of satisfaction with life among students in the Physical Education and Sports department. In this section, the results of data analysis are discussed and compared with existing studies in the field. When examining the t-test results of physical education and sports teacher candidates based on the gender variable, no statistically significant difference was observed in the mean ATTPS total scores ($p < 0.05$). Consistent with similar studies, it was found that gender did not have a significant impact on the participants' attitudes toward the teaching profession (Semerci and Semerci, 2004; Sülen Şahin, 2010; Kartal et al., 2012; Bademcioğlu, Karataş and Alcı, 2014; Eroğlu and Ünlü, 2015; Altuntaş, Kul and Karataş, 2016; Sönmez, Işık and Sulak, 2017; Serdar, Harmandar Demirel and Demirel, 2018; Yaylak, 2019; Yazıcılar Özçelik, Çobanoğlu and Koç, 2020; Akyürek, 2020; Doğrul and Kılıç, 2022; Mirze and Yılmaz, 2022; Şen and Koçak, 2022; Öztürk Çelik and Yılmaz, 2022; Aynalem et al., 2022). However, contrasting results from some studies suggested a significant association between attitude toward the profession and gender, favoring female participants (Güneşli and Aslan, 2009; Yeşil, 2010; Yalız, 2010; Kızıldaş, Halmatov and Sarıçam, 2012; Aydın and Sağlam, 2012; Yıldırım, 2012; Gunduz, 2014; Şener, 2015; Altunkeser and Ünal, 2015; Cinpolat, Alıncak and Abakay, 2015; Türkeli, 2017; Atalmış and Köse, 2018; Güneş, 2019; Doğaner and Özbek, 2019; Tüzel İşeri, Kahraman and Karadağ, 2019; Özlü, Çekin and Öğüt, 2022). Within the scope of our study, it is suggested that physical education and sports teacher candidates share similar attitudes toward the profession, likely influenced by their achievements in theoretical and practical courses during undergraduate education. This result underscores the participants' equal commitment and desire toward the teaching profession.

Upon analyzing the t-test results of physical education and sports teacher candidates based on the gender variable, no statistically significant difference was found in the mean SWLS total scores ($p < 0.05$). Similar studies have concluded that participants' levels of satisfaction with life do not significantly differ based on gender (Ading et al., 2012; Li, Jia and Zhou, 2017; Özkul and Cömert, 2018; Kara et al., 2018; Karaaslan, Uslu and Esen, 2020; Moran and

Çoruk, 2021; Başar and Kösem, 2022; Pelaez-Fernández et al., 2022; Bahar and Abdramanova, 2023). Conversely, other studies have reported a significant difference in levels of satisfaction with life between male and female participants (Türkoğlu, Özbey and Büyüktanır, 2014; Demirel, 2014; Başoğlu, Şekeroğlu and Altun, 2016; Çalışkan, Yasul and Ulaş, 2017; Demir and Murat, 2017; Öter and Dağlı, 2022). It can be inferred that participants' levels of satisfaction with life, influenced by family relationships, the social environment, the educational process, and socio-economic factors, are generally similar.

The analysis of t-test results based on the variable of active engagement in sports revealed a statistically significant difference in the mean ATTPS total scores ($p < 0.05$). The participants actively involved in sports exhibited significantly higher attitudes toward the teaching profession compared to those not actively participating in sports. This result is consistent with the observations of Pehlivan (2010) and the study by Serdar, Harmandar Demirel, and Demirel (2018), both suggesting that physical education and sports teacher candidates who actively are engaged in sports demonstrate more positive attitudes toward the profession. Conversely, Altuntaş, Kul and Karataş (2016) found no statistically significant difference in the mean scores of attitudes toward the teaching profession based on the variable of engagement in sports. Küçük Kılıç (2014) and Duman (2018) also reported no significant difference in the attitude levels of physical education and sports teacher candidates toward the teaching profession based on engagement in sports. The professional dimension of actively engaging in sports, when related to physical education and sports, will positively influence the frequency or continuity of participation and contribute to a positive attitude toward the profession.

According to the analysis of the t-test results for physical education and sports teacher candidates based on the variable of active engagement in sports, a statistically significant difference was observed in the mean SWLS total scores ($p < 0.05$). Participants actively involved in sports demonstrated significantly higher levels of satisfaction with life than those who were not actively engaged in sports. Karaaslan, Uslu and Esen (2020) also found a significant difference in satisfaction with life, with those regularly participating in active sports experiencing higher life satisfaction. Similarly, Üçüncü (2019) found that teachers who regularly engage in physical activity exhibited higher life satisfaction levels. However, Kara et al. (2018) reported no significant difference in levels of satisfaction with life based on regular physical activity. In the context of our study, it is suggested that participants, being more familiar with concepts such as physical education, physical activity, and exercise, may apply them with greater discipline than other professional groups and sedentary individuals, contributing to their higher satisfaction with life.

In the correlation analysis conducted based on the age variable of physical education and sports teacher candidates, a positive and low-level significant relationship was identified between the mean ATTPS total scores ($p < 0.05$). Relevant studies have reported a significant relationship between the age variable and the attitude toward the teaching profession (Kızıldaş, Halmatov and Sarıçam, 2012; Cinpolat, Alıncak and Abakay, 2016; Türkeli et al., 2017; Özdemir and Güngör, 2017; Serdar, Harmandar Demirel and Demirel, 2018; İşeri, Kahraman and Karadağ, 2019; Yakar and Yelpaze, 2019). However, other studies have indicated no significant relationship between the age variable and the attitude toward the teaching profession (Gültekin, 2006; Can, 2010; Yıldırım, 2012; Toprak and Saraç, 2014; Altuntaş, Kul and Karataş, 2016; Burgul, Tınazcı and Erdağ, 2017; Erdemli and Yaşartürk, 2020; Yazıcılar-Özçelik, Çobanoğlu and Koç, 2020; Şen and Koçak, 2022; Ayenalem et al., 2022). The assumption is that professional experience, which results from positive or negative events, can be enhanced, or missing features can be complemented with increasing age.

Therefore, the advancing age of physical education and sports teacher candidates is viewed as an opportunity for gaining diverse experiences in their professional lives.

No significant relationship was found between the age variable and the mean SWLS total scores of physical education and sports teacher candidates ($p < 0.05$). Similar studies also report no significant relationship between the age variable and participants' levels of satisfaction with life (Avşaroğlu, Deniz and Kahraman, 2005; Deniz et al., 2010; Özyürek, Gümüş and Doğan, 2012; Receptoğlu, 2013; Demirel, 2014; Başoğlu, Şekeroğlu and Altun, 2016; Li et al., 2017; Üçüncü, 2019; Karaaslan, Uslu and Esen, 2020; Moran and Çoruk, 2021; Saraçlar, Ada and Gönenç, 2022). However, there are studies in the literature that do find a significant relationship between the age variable and participants' levels of satisfaction with life (Şahin Yüksel and Sarıdemir, 2017; Kara et al., 2018; Pelaez-Fernandez et al., 2022). The concept of satisfaction with life may vary across age ranges and can attain high levels due to early-life successes. Therefore, the participants' sufficient access to both socio-economic and mental motivational resources may contribute to this outcome.

The correlation analysis based on the income variable of physical education and sports teacher candidates revealed no significant relationship with the mean ATTPS total scores ($p < 0.05$). Similar results have been reported by other studies (Engin and Koç, 2014; Karatekin, Mery and Keçe, 2015; Altuntaş, Kul and Karataş, 2016; Erdemli, 2019; Akyürek, 2020; Öztürk Çelik and Yılmaz, 2022). Consistent with these results, it can be speculated that family income does not exert an influence on the attitude toward the teaching profession.

In the correlation analysis conducted based on the income variable of physical education and sports teacher candidates, a positive and moderate-level significant relationship was identified between the mean SWLS total scores ($p < 0.05$). In their study aiming to determine the perception of leisure boredom, life satisfaction, and social connectedness levels among prospective physical education teachers, Kara et al. (2018) found that participants with higher economic status exhibited higher levels of satisfaction with life. There are also other studies reporting similar results (Chow, 2005; Türkoğlu, Özbey & Büyüktanır, 2014; Gere & Schimmack, 2017; Li et al., 2017; Çalışkan, Yasul & Ulaş, 2017; Budria & Ferrer, 2018; Güldür & Yaşartürk, 2020). Increasing overall satisfaction with life can be achieved by enhancing activities such as leisure activities, social events, or educational seminars for professional development. Therefore, an improved income status positively influences the enhancement of satisfaction with life by facilitating participation in activities.

The correlation analysis based on the variable of leisure time duration among physical education and sports teacher candidates did not reveal a significant relationship between the mean ATTPS total scores ($p > 0.05$). Similarly, in their study, Erdemli (2019) and Kocaer and Yaşartürk (2022) did not find a significant relationship between leisure time duration and attitude toward the teaching profession. According to this result, it can be suggested that the participation of physical education and sports teacher candidates in similar or various activities during leisure time does not significantly affect their attitude toward the profession.

The results of the correlation analysis based on the variable of leisure time duration among physical education and sports teacher candidates revealed a positive and moderately significant relationship between the mean total scores of SWLS ($p < 0.05$). A study by Güldür and Yaşartürk (2022) investigating the relationship between daily leisure time duration and the benefits of participation in recreational activities and life satisfaction levels among preschool teachers reported a low-level and positively significant relationship between the variable of daily leisure time duration and SWLS ($p < 0.05$). Regular participation in leisure

activities contributes positively to individual development, concurrently increasing the level of life satisfaction.

The correlation analysis regarding the relationship between attitude toward the teaching profession and satisfaction with life indicated a positive and low-level significant relationship among physical education and sports teacher candidates' ATTPS and SWLS scores ($p < 0.05$). A study by Sülen Şahin (2010) aiming to determine the attitudes of teacher candidates toward the teaching profession and their levels of life satisfaction found that candidate teachers exhibited high levels of life satisfaction and a positive attitude toward their future careers, concluding that a teacher with high life satisfaction and a positive attitude toward the profession can effectively fulfill their role. Therefore, the identification of satisfaction with life and attitude toward the teaching profession among teacher candidates is considered crucial for the teaching profession.

A study by Eret Orhan and Ok (2014) examining the factors influencing the entry characteristics and attitudes toward the teaching profession of first-year teacher candidates who chose teacher training programs concluded that the overall satisfaction with life of teacher candidates is among the significant factors positively affecting their attitude toward teaching.

While the high level of satisfaction with life varies due to multiple factors, it is also associated with the intensity of these influencing factors. In conclusion, it can be stated that as the attitude of physical education and sports teacher candidates toward the teaching profession increases, their levels of satisfaction with life will similarly increase. Simultaneously, the enhancement of satisfaction with life is likely to contribute to an increase in the level of attitude toward the profession.

Recommendations

Elevate the level of attitude toward the teaching profession among physical education and sports teacher candidates, it is advisable to enhance both the physical conditions and academic education.

The organization of diverse leisure activities and offering education in this area during the undergraduate education of prospective physical education and sports teachers can enhance their satisfaction with life.

The implementation of conferences and seminar programs for physical education and sports teachers and candidates will emphasize the importance of recreational activities and facilitate their implementation.

**This study was presented as an oral presentation at the 9th International Conference on Science, Culture and Sport.*

REFERENCES

- Ading, C. E., Seok, C. B., Hashmi, S. I., & Maakip, I. (2012). Religion and gender differences in stress, happiness and life satisfaction. *Southeast Asia Psychology Journal*, 1, 46-55. doi:10.18009/jcer.466740
- Akyürek, M. İ. (2020). Teacher candidates' attitudes towards the teaching profession: The example of Hacettepe University. *Journal of Higher Education and Science*, 10(3), 524-530.
- Aloudat, A. S. (2017). Undergraduate students' perceptions of a tour-guiding career. *Scandinavian Journal of Hospitality and Tourism*, 17(4), 333-344. doi:10.1080/15022250.2017.1330847
- Altunkeser, F., & Ünal, E. (2015). Predicting Attitudes of elementary preservice teachers towards teaching as a profession regarding various variables. *Ahi Evran University Institute of Social Sciences Journal*, 2(1), 1-15.
- Altuntaş, E. A., Kul, M., & Karataş, İ. (2016). Relation between self-efficacies of physical education teacher candidates and their attitude towards teaching profession. *International Journal of Contemporary Educational Studies (IntJCES)*, 2(2), 196-215.
- Atalmış, E., & Köse, A. (2018). Turkish prospective teachers' attitudes towards the teaching profession: A meta-analysis study. *Journal of Measurement and Evaluation in Education and Psychology*, 9(4), 393-413. doi:10.21031/epod.410287
- Avşaroğlu, S., Deniz, M. E., & Kahraman, A. (2005). Investigation of life satisfaction, job satisfaction and professional burnout levels in technical teachers. *The Journal of Selcuk University Social Sciences Institute*, 14, 116-129.
- Aydın, R., & Sağlam, G. (2012). Teacher applicant's view directed towards to profession of teacher (Example of Mehmet Akif Ersoy University). *The Journal of Turkish Educational Sciences*, 10(2), 257-294.
- Ayenalem, K. A., Abate, S. G., Mengistie, T. A., Lakew, K. A., Ayana, A. M., & Yohannes, M. E. (2022). The attitude of ethiopian secondary school teachers towards the teaching profession. *Teaching and Teacher Education*, 117, 103785. doi:10.1016/j.tate.2022.103785
- Bademcioğlu, M., Karataş, H., Alcı, B. (2014). The investigation of teacher candidates' attitudes towards teaching profession. *International Journal of Educational Researchers*, 5(2), 16-29.
- Bahar, H. H., & Abdramanova, N. (2023). A comparative analysis of academic achievement and life satisfaction levels of teacher candidates in Turkey and Kazakhstan. *National Education Journal*, 52(237), 389-408. doi:10.37669/milliegitim.961029
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148. doi:10.1207/s15326985ep2802_3
- Başar, M. A., & Kösem, S. (2022). The relationships between the level of conscious awareness of students of education faculty and life satisfaction. *Abant İzzet Baysal University Journal of Faculty of Education*, 22(1), 146-162. doi:10.17240/aibuefd.2022.-844871
- Baçoğlu, B., Şekeroğlu, M. O., & Altun, E. (2016). An investigation on the effects of family-work conflict and work-family conflict to life satisfaction according to some demographic variables. *The Journal of Academic Social Science*, 4(32), 277-291. doi:10.16992/ASOS.4481

- Budría, S., Ferrer, I., & Carbonell, A. (2018). Life satisfaction, income comparisons and individual traits. *Review of Income and Wealth*, 65(2), 337-357. doi:10.1111/roiw.12353
- Burgul, N. S., Tinazcı, C., & Erdağ, D. (2017). Attitudes of candidates of physical education pedagogy towards physical education teaching. *International Journal of Economic Perspectives*, 11 (1), 633-638.
- Büyüköztürk, S., Çakmak, E. K., Akgün, Ö. E., Karadeniz, S., & Demirel, F. (2021). Scientific research methods. Ankara: Pegem Academy Publications. doi:10.14527/9789944919289
- Can, S. (2010). Attitudes of the students who attend the non-thesis graduated education program towards the teaching profession. *Muğla University Social Sciences Institute Journal*, (24), 14-28.
- Chow, H. P. H. (2005). Life satisfaction among university students in a canadian prairie city: A multivariate analysis. *Social Indicators Research*, 70(2), 139-150. doi:10.1007/s11205-004-7526-0
- Cinpolat, T., Alıncak, F., & Abakay, U. (2016). Examination of the attitudes of school of physical education and sports students towards the teaching profession. *Gaziantep University Journal of Sport Science*, 1(1), 38-47.
- Çalışkan, E. F., Yasul, A. F., & Ulaş, A. H. (2017). An examination of the relationship between pre-service teachers' social value perceptions and their life satisfaction. *Education Sciences*, 12(4), 133-146.
- Dağlı, A., & Baysal, N. (2016). Adaptation of the satisfaction with life scale into Turkish: The study of validity and reliability. *Electronic Journal of Social Sciences*, 15(59), 1250-1263. doi:10.17755/esosder.75955
- Demir, R., & Murat, M. (2017). Investigating teacher candidates' happiness, optimism, meaning in life and life satisfaction. *OPUS Journal of Society Researches*, 7(13), 347-378. doi:10.26466/opus.347656
- Demirel, H. (2014). An investigation of the relationship between job and life satisfaction among teachers. *Procedia - Social and Behavioral Sciences*, 116, 4925-4931. doi:10.1016/j.sbspro.2014.01.1051
- Deniz, M., Avşaroğlu, S., Deniz, M. E., & Bek, H. (2010). Motional intelligence and life satisfaction of teachers working at private special education institutions. *Procedia - Social and Behavioral Sciences*, 2(2), 2300-2304. doi:10.1016/j.sbspro.2010.03.325
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575. doi:10.17218/hititsosbil.457382
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75. doi:10.1207/s15327752jpa4901_13
- Diener, E., Suh, M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302. doi:10.1037/0033-2909.125.2.276
- Doğaner, S., & Özbek, O. (2019). Thoughts of physical education teacher candidates related to their attitudes towards professional ethics principles and teaching. *SPORMETRE The Journal of Physical Education and Sport Sciences*, 17(1), 197-208. doi:10.33689/spormetre.526089

- Doğrul, H., & Kılıç, F. (2020). Investigation of pre-school teacher's attitudes towards teaching profession in terms of different variables. *Journal of University Research*, 3(2), 49-57. doi:10.32329/uad.699452
- Duman, T. (2018). *Examination of attitudes of physical education and sport teacher candidates towards teaching profession and academic self-sufficiency levels*. Master's Thesis, Hitit University Health Sciences Institute, Department of Physical Education and Sports, Çorum.
- Engin, G., & Koç, G. Ç. (2014). The attitudes of prospective teachers towards teaching (The case of Ege University). *The Journal of Turkish Social Research*, 182(182), 153-168.
- Erdemli, E. (2019). *Examining the relationship between the attitude of physical education and sports teachers towards the profession and the levels of free time satisfaction*. Master's Thesis, Bartın University Institute of Education Sciences, Department of Physical Education and Sports, Bartın.
- Erdemli, E., & Yaşartürk, F. (2020). Examination of the relationship between free time satisfaction level and problem solving skills of physical education and sports teacher department students. *MANAS Journal of Social Studies*, 9(3), 1871-1882. doi:10.33206/mjss.605808
- Eroğlu, C., & Ünlü, H. (2015). Self-efficacy: its effects on physical education teacher candidates' attitudes toward the teaching profession. *Educational Sciences: Theory & Practice*, 15(1), 201-212. doi:10.12738/estp.2015.1.2282
- Gencer, N. (2017). The development of candidate teachers attitude scale for candidate teacher training program (CATAS): Validity and reliability study. *Hitit University Journal of Social Sciences Institute*, 10(2), 1771-1798. doi:10.17218/hititsosbil.295906
- Gere, J., & Schimmack, U. (2017). Benefits of income: Associations with life satisfaction among earners and homemakers. *Personality and Individual Differences*, 119, 92-95. doi:10.1016/j.paid.2017.07.004
- Gömlüksiz, M. N. (2004). Evaluation of future teachers' views on reading books. *Van Yüzüncü Yıl University Faculty of Education Journal*, 3(7), 64-73.
- Gültekin, M. (2006). The attitudes of preschool teacher candidates studying through distance education approach towards teaching profession and their perception levels of teaching competency. *Turkish Online Journal of Distance Education*, 7(3), 184-197.
- Gundersen, A. (2004). For the love of kids. *NEA Today*, 22(5), 64-71.
- Güldür, B., & Yaşartürk, F. (2020). Examination of relation between life satisfaction level and benefits of participation to leisure activities of pre-school teachers. *International Journal of Contemporary Educational Studies (IntJCES)*, 6(2), 495-506.
- Gunduz, Y. (2014). An examination of the factors that contribute to teacher candidates' attitudes towards teaching profession in various aspects. *The Anthropologist*, 18(3), 799-810. doi:10.1080/09720073.2014.11891612
- Güneş, A. M. (2019). The relationship between pre-service teachers' attitudes towards the teaching profession and school climate perceptions. *Ahi Evran University Journal of Kırşehir Education Faculty*, 20(3), 1595-1632. doi:10.29299/kefad.2019.20.03.017

- Güneyli, A., & Aslan, C. (2009). Evaluation of Turkish prospective teachers' attitudes towards teaching profession (Near East University case). *Procedia - Social and Behavioral Sciences*, 1(1), 313-319. doi:10.1016/j.sbspro.2009.01.059
- İlkım, M. (2006). *Evaluation of how physical education teachers teach physical education lessons according to their working conditions (Malatya province example)*. Master's Thesis, İnönü University, Institute of Health Sciences, Department of Physical Education and Sports, Malatya.
- Jones, E. S. (1993). Teaching as a career, *The Black Collegian*, 23(4), 157-165.
- Kara, F. M., Gürbüz, B., Küçük Kılıç, S., & Öncü, E. (2018). An investigation of pre-service physical education teachers' leisure boredom, life satisfaction and social connectedness. *Journal of Computer and Education Research*, 6(12), 342-357. doi:10.18009/jcer.466740
- Karaaslan, İ., Uslu, T., & Esen, S. (2020). Research on occupational burnout, job satisfaction and life satisfaction of physical education teachers. *Journal of Health and Sport Sciences (JHSS)*, 3(1), 7-18.
- Karabulutlu, Z., & Pular, A. (2017). The effects of physical education teachers' vocational training on specialist field proficiency. *SPORMETRE The Journal of Physical Education and Sport Sciences*, 15(3), 171-176. doi:10.1501/Sporm_0000000322
- Karasar, N. (2022). *Scientific research method: Concepts principles techniques*. Ankara: Nobel Academic Publishing.
- Karatekin, K., Merey, Z., & Keçe, M. (2015). Analysis of the attitudes of the social studies pre-service teachers towards teaching profession. *Van Yüzüncü Yıl University Faculty of Education Journal*, 12(1), 72-96.
- Kartal, T. (2012). The exploration of the attitudes of the science teacher candidates towards teaching profession. *Procedia - Social and Behavioral Sciences*, 46, 2759-2764. doi:10.1016/j.sbspro.2012.05.561
- Kızıлтаş, E., Halmatov, M., & Sarıçam, H. (2012). Preschool department students' attitudes about profession of theaching (The case of Ağrı İbrahim Çeçen University). *Mehmet Akif Ersoy University Faculty of Education Journal*, 1(23), 173-189.
- Kocaer, G., & Yaşartürk, F. (2022). Investigation of the relationship between physical education and sports teachers' attitudes towards the profession, leisure time interest and benefit levels for recreation activities (Bartın province example). *International Journal of Contemporary Educational Studies (IntJCES)*, 8(2), 608-623.
- Korkut, A., & Aslan, M. (2019). Life satisfaction and organizational cynicism: How teachers are affected. *Journal of Arts and Social Sciences*, 4(2), 5-27. doi:10.46662/jass-vol6-iss2-2019(1-27)
- Küçük Kılıç, Ö. (2014). *Metacognitive learning strategies and academic self-efficacy of pre-service physical education teachers and their attitudes towards the profession of teaching*. Master's Thesis, Karadeniz Technical University Institute of Education Sciences, Department of Physical Education and Sports, Trabzon.
- Li, Y., Jia, Q. F., & Zhou, J. (2017). Teachers' mental health: perceived social justice and life satisfaction. *IEEE International Conference on Industrial Engineering and Engineering Management (IEEM)*, 899-903. doi:10.3389/fpsyg.2021.810727

- Mirze, F., & Yılmaz, A. (2022). Analyzing the Attitudes of Physical Education and Sports Teachers Towards the Teaching Profession. *Abant İzzet Baysal University Journal of Faculty of Education*, 22(2), 723-737. doi:10.17240/aibuefd.2022..-894415
- Moran, C., & Çoruk, A. (2021). The relationship between emotional labor behavior and life satisfaction levels of primary school teachers. *Trakya Journal of Education*, 11(1), 267-284. doi:10.24315/tred.705878
- Neugarten, B., Havighurst, R., & Tobin, S. (1961). The measurement of life satisfaction. *Journal of Gerontology*, 16(2), 134-143. doi:10.1093/geronj/16.2.134
- Eret-Orhan, E., & Ok, A. (2014). Who prefer teacher education programs? candidates' entry characteristics and attitude towards teaching. *Hacettepe University Journal of Education*, 29(4), 75-92.
- Öter, Ö. M., & Dağlı, A. (2022). Examining teachers' life satisfaction according to some variables. *Journal of Education and Humanities: Theory and Practice*, 13(26), 219-244.
- Özdemir, M. (2010). Qualitative data analysis: A study on methodology problem in social sciences. *Eskişehir Osmangazi University Journal of Social Sciences*, 11(1), 323-343.
- Özdemir, Y., & Güngör, S. (2017). Attitudes of students enrolled in the pedagogical formation programs towards the teaching profession. *International Journal of Higher Education*, 6(3), 57-69. doi:10.5430/ijhe.v6n3p57
- Özkul, R., & Cömert, M. (2018). Secondary school teachers' life satisfaction level. *Erzincan University Journal of Education Faculty*, 20(3), 707-724. doi:10.17556/erziefd.418640
- Özlü, K., Çekin, R., & Öğüt, S. (2022). Investigation of prospective physical education and primary school teachers' attitudes to teaching profession. *Çanakkale Onsekiz Mart University Journal of Sports Sciences*, 5(2), 1-17.
- Öztürk Çelik, D., & Yılmaz, T. (2022). An investigation of happiness levels and attitudes of physical education and sports teaching students towards their profession. *Gaziantep University Journal of Sports Sciences*, 7(3), 203-214. doi:10.31680/gaunjss.1116305
- Özyürek, A., Gümüş, H., & Doğan, S. (2012). Examination of burnout and life satisfaction levels of teachers and school administrators. *International Journal of Human Sciences*, 9(2), 892-904.
- Pehlivan, Z. (2010). Analysis of physical self-perceptions of physical education teacher candidates and their attitudes toward teaching profession. *Education and Science*, 35(156), 126-141.
- Pelaez-Fernandez, M. A., Merida-Lopez, S., Rey, L., & Extremera, N. (2022). Burnout, work engagement and life satisfaction among spanish teachers: The unique contribution of core self-evaluations. *Personality and Individual Differences*, 196, 111727. doi:10.1016/j.paid.2022.111727
- Recepoğlu, E. (2013). Analyzing the relationship between prospective teachers' life satisfaction and attitudes concerning teaching profession. *Hacettepe University Journal of Education*, Special Issu 1, 311-326.
- Saraçlar, A., Ada, S., & Gönenç, H. (2022). Examining the relationship between the teachers life satisfaction and their self-efficiency. *Iğdır University Journal of Social Sciences*, 31, 267-289. doi:10.54600/igdirsosbilder.1129599

- Semerci, N., & Semerci, C. (2004). Teaching Attitudes in Turkey. *Firat University Journal of Social Sciences*, 14(1), 137-146.
- Serdar, E., Harmandar Demirel, D., & Demirel, M. (2018). Determination of attitudes of physical education teacher candidates towards profession. *International Journal of Human Sciences*, 15(4), 2190-2197.
- Sönmez, Y., Işık, A. D., & Sulak, S. E. (2017). The attitudes of teacher candidates who are studying in primary teacher degree program towards teaching profession. *Education and Society in the 21st Century*, 6(17), 291-306.
- Sülen Şahin, F. (2010). Teacher Candidates' attitudes towards teaching profession and life satisfaction levels. *Procedia - Social and Behavioral Sciences*, 2(2), 5196-5201. doi:10.1016/j.sbspro.2010.03.845
- Şahin Yüksel F., & Sarıdemir, T. (2017). An examination of teachers' life satisfaction and marriage satisfaction according to the leadership styles of school principals. *Gazi University Gazi Faculty of Education Journal*, 37(1), 391-425.
- Şen, N., & Koçak, C. V. (2022). The relationship between professional attitude, job satisfaction and professional burnout in physical education and sports teachers. *Aksaray University Journal of Sport and Health Researches*, 3(2), 221-238.
- Şener, S. (2015). Examining trainee teachers' attitudes towards teaching profession: Çanakkale Onsekiz Mart University case. *Procedia - Social and Behavioral Sciences*, 199, 571-580. doi:10.1016/j.sbspro.2015.07.550
- Temel, C., Altınkök, M., & Kayışoğlu, N. B. (2016). The reflections of pedagogical formation education practices on physical education teacher training. *International Journal of Human Sciences*, 13(1), 1862-1872. doi:10.14687/ijhs.v13i1.3715
- Toprak, N., & Saraç, L. (2014). An examination of attitudes toward teaching profession among female and male physical education and sports department entrance examination applicants. *Pamukkale Journal of Sport Sciences*, 5(2), 35-47.
- Tümkiye, S. (2011). Investigation of communication skills and attitude to teaching of the students of primary school teaching. *Journal of Çukurova University Social Sciences Institute*, 20(2), 49-61.
- Türkeli, A., Hazar, Z., Tekkurşun Demir, G., & Namlı, S. (2017). Examination of teacher self-efficacy and occupational attitudes of formation student's pedagogical formation in physical education and sports field. Inonu University, *Journal of Physical Education and Sport Sciences (IUJPESS)*, 4(3), 1-11.
- Türkoğlu, D., Özbey, S., & Büyüktañır, A. (2014). Analysis of the life satisfaction of preschool prospective teachers according to some variables. *Procedia - Social and Behavioral Sciences*, 116, 4175-4181. doi:10.1016/j.sbspro.2014.01.912
- Tüzel İşeri, E., Kahraman, H., & Karadağ, N. (2019). Classroom teacher candidates' attitudes towards teaching profession. *OPUS International Journal of Society Researches*, 13(19), 682-705. doi:10.26466/opus.567283
- Uludağ, G. (2019). A field research for examining the relationship between life satisfaction and employee performance. *Anemon Journal of Social Sciences of Mus Alparslan University*, 7 (6), 291-300. doi:10.18506/anemon.520926

- Üçüncü, T. (2019). *İstanbul ili Beylikdüzü ilçesine bağlı ilk ve ortaokullarda görev yapmakta olan öğretmenlerde iş ve yaşam doyumunun değerlendirilmesi*. Public Health Specialization Thesis, İstanbul University Cerrahpaşa Faculty of Medicine, Department of Public Health, İstanbul.
- Üstüner, M. (2006). Reliability and validity study of an attitude scale of teaching profession. *Educational Administration: Theory and Practice*, 45(45), 109-127.
- Yakar, L., & Yelpaze, İ. (2019). Attitudes toward teaching profession and teacher self-efficacy beliefs of students in teacher training programs. *Pamukkale University Journal of Education*, 47, 107-129. doi:10.9779/pauefd.473678
- Yalız, D. (2010). Comparison attitudes towards teaching profession of students in the department of physical education and sport teaching at Anadolu University. *CBU Journal of Physical Education and Sports Sciences*, 5(1), 7-14.
- Yaşartürk, F., & Bilgin, B. (2019). Investigation of free time satisfaction and life satisfaction levels of handball studying in university. *International Journal of Contemporary Educational Studies (IntJCES)*, 4(2), 50-60.
- Yaylak, E. (2019). Investigating prospective social studies teachers' attitudes towards teaching profession. *International Journal of New Approaches in Social Studies*, 3(1), 25-40.
- Yazıcılar-Özçelik, İ., Çobanoğlu, G., & Koç, U. (2020). An investigation on the physical education and sport teaching students' attitudes towards the profession of physical education teaching. *Mediterranean Journal of Sports Sciences*, 3(1), 91-106. doi:10.38021/asbid.740216
- Yeşil, H. (2010). The relationship between candidate teachers' communication skills and their attitudes towards teaching profession. *Procedia - Social and Behavioral Sciences*, 9, 919-922. doi:10.1016/j.sbspro.2010.12.259
- Yıldırım, E. (2012). The investigation of the teacher candidates' attitudes towards teaching profession according to their demographic variables (The sample of Maltepe University). *Procedia - Social and Behavioral Sciences*, 46, 2352-2355. doi:10.1016/j.sbspro.2012.05.483