



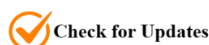
# Examination of Physical Education and Sports Teacher Candidates' Anxiety Towards Teaching Profession in Terms of Different Variables

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**Abstract:** Teaching is generally considered a secure profession in society. However, the recent increase in teacher training institutions has led to a rise in the number of qualified candidates, making graduation alone insufficient and contributing to anxiety. This descriptive study aimed to examine the professional anxiety levels of prospective physical education teachers. The study sample consisted of 437 (248 male, 189 female) 3rd and 4th grade students from faculties of sport sciences during the 2022–2023 academic year. Data were collected using the “Professional Anxiety Scale for Prospective Teacher”. SPSS 22.0 was used for analysis. Although non-parametric tests initially indicated non-normal distribution, Skewness-Kurtosis values within  $\pm 2$  allowed for the use of parametric tests. Independent samples t-test and One-Way ANOVA were applied at the 0.05 significance level. The results revealed that male students had higher levels of professional anxiety than females. Third-year students showed significantly more assignment- and adaptation-centered anxiety than fourth-year students ( $p < 0.05$ ). Vocational high school graduates had lower professional anxiety, while imam hatip high school graduates had higher anxiety ( $p < 0.05$ ). Those with a GPA of 3.51 and above exhibited more assignment-centered anxiety. Additionally, students whose mothers had only primary education reported higher levels of general and assignment-centered anxiety than those whose mothers were high school graduates. The findings suggest that targeted activities should be implemented to help reduce professional anxiety among prospective teachers.

**Keywords:** Physical education and sports, pre-service teacher, teaching profession, occupational anxiety

## 1. Introduction

The most important element of the education system is the teacher, and the functioning of the system is closely related to the knowledge and skills of teachers. Effective teachers are recognized as teachers who have the necessary knowledge and skills in their fields and who also have professional knowledge and skills in teaching. The organization of the teaching environment by the teacher is important in terms of the correct planning of how the learning outcomes will be taught to students. While preparing the students for the learning environment, it is important to make the right decision about how to teach the knowledge to the students by using which method, technique and strategy in relation to the target behaviors (Şen & Erişen, 2002). Education is a process that enables individuals to express and realize themselves. In this process, education and training activities are carried out in a well-planned environment through educational programs. Education is also an important process that enables the individual and society to adapt to social, economic, political and cultural changes. Educational organizations, which undertake the task and responsibility of changing behavior in the direction of a certain goal, have to carry out development activities at an adequate level in order to both improve their goals and activities and to adapt educators, who play important roles in the advancement of these goals

and activities, to new situations (Can, 2004). In the developing world order, there is a need for well-educated manpower in order to be among the countries that are constantly changing and following scientific, cultural and economic progress. The fulfillment of this need can be achieved through the training of teacher candidates equipped with knowledge and skills (Öztürk, 2005). The teacher is the most important pillar of the education system. Teachers play a leading role in the change and development of a country in raising well-equipped manpower, ensuring unity and solidarity in society, determining the place of individuals in social life, and transferring the culture and values of society to young generations. Teachers are artists who shape societies and shape human personality. Because of these characteristics, teaching has been a sacred profession for all segments of society (Özden, 2002). Teachers are the architects of the future of a country. It is always teachers who raise the qualified manpower necessary for the development of societies. Even the administrative level of countries is the work of teachers. Therefore, teachers play critical roles in the future, progress and governance of the country. Teachers are the most important part of the education system. Teachers play an important role in guiding the students they teach and determining their place in society (Bozdam, 2008).

As a profession, teaching is seen as safe in society, but the increase in the number of teacher training institutions in recent years has led to an increase in the number of qualified teachers. Therefore, it is seen that graduating from school is not enough and causes anxiety. It is very important for the development of our country to train teachers in a full capacity. We see that teaching is generally one of the most reliable professions at home. However, the increase in education faculties and colleges that train teachers causes an accumulation of teacher candidates. Therefore, it is seen that the Public Personnel Selection Examination, which is the criterion for teacher appointments, is not sufficient to perform the teaching profession and it has been observed that teacher candidates are in anxiety (Bozdam, 2008).

The difficulties experienced by prospective teachers in both undergraduate and KPSS exams cause anxiety, and issues such as the physical-technological facilities and culture of the regions where they are assigned, the possible administrators and colleagues they will work with, and their income status can create negative situations in the candidates. It is stated that anxiety is a directly related concept in terms of shaping the future and causes discomfort in physical and psychological life (Ceyhan, 2004).

According to Telef (2013), teachers' experiencing high levels of anxiety and job stress carries the risk of bringing consequences such as job dissatisfaction and absenteeism. He states that teachers should have a high level of positive psychology in order to provide efficient and effective education. Pre-service teachers may have concerns about the future of the angel such as difficulties in adapting to the culture of the region where they start working, difficulties in classroom management and discipline, communication problems with students, colleagues and parents, and conflicts brought by having different views in the school environment (Aktaş, 2016). Therefore, various possible concerns of prospective teachers are related to issues such as their undergraduate education process, the KPSS exam, the physical-technological facilities of the regions where they will start their profession, the administrators and colleagues they will work with, and the income level of the teaching profession. These issues may cause negative expectations, hesitations and related anxieties in prospective teachers. Pre-service teachers experience anxiety because they think that they may have problems in the future. One of the factors affecting this is economic anxiety. Pre-service teachers worry that their future professional earnings may be insufficient to meet their needs (Altun & Ateş, 2008). In addition to these, and perhaps more importantly, the necessity of having a personality and equipment worthy of the greatness of the profession and the moral weight of the responsibility to be undertaken can sometimes be an element of pressure and anxiety on teachers and therefore on prospective teachers. According to Telef (2013), teaching is one of the professions with high psychological tension. Anxiety is a factor that affects teachers' success and productivity in their profession. When teachers experience high levels of anxiety and job stress, it carries the risk of bringing consequences such as quitting, job dissatisfaction and absenteeism. He states that teachers should have a high level of positive psychology in order to provide efficient and effective education. Teachers face a number of professional concerns throughout their professional life and may become disenchanted with the teaching profession. Many reasons can be given for this situation.

These reasons include the person himself/herself, in-class and extracurricular activities, classroom management, parents, students, educational environment, course materials, school shifts, expectations of the school principal, and communication problems with colleagues (Öztürk, 2016; Tümkaya & Çavuşoğlu, 2010). In order for teachers to be successful in their professional lives, they should experience anxiety at the lowest level. A teacher who experiences

anxiety at a high level will constantly worry about whether he/she fulfills the responsibilities required by the teaching profession (Saracoğlu et al., 2009). In order for teachers to fulfill the roles and tasks expected of them successfully and to have a career in their profession, they need to feel psychologically well (Taşgin, 2006). It should be known that anxiety below or above a certain level can affect individuals negatively. It is not desirable to have no anxiety at all. In all occupational fields, anxiety affects work efficiency in that occupational field to a greater or lesser extent. Classroom teachers, who shape the future of countries, also need to struggle with anxiety. The factors that cause the anxiety experienced by classroom teachers should be identified and these anxieties should be prevented (Kuru, 2018). The aim of this study is to determine the anxiety of prospective physical education and sports teachers towards teaching profession. From this point of view, it is thought that this study, which was conducted to determine the occupational anxiety levels of prospective physical education and sports teachers, which type of occupational anxiety they are more affected by and what their anxiety levels are formed depending on, will shed light on the current situation, policy makers, decision makers and practitioners, and contribute to the literature.

## 2. Materials and Methods

### 2.1. Research Group

The study was conducted on prospective physical education and sports teachers studying at different universities in the 2022-2023 academic year on a voluntary basis. 472 prospective physical education and sports teachers participated in the study voluntarily. Incomplete or incorrectly completed scales were excluded from the study and the scales completed by a total of 437 prospective teachers (248 male, 189 female) were evaluated within the scope of the study.

### 2.2. Research Design

This study is a descriptive survey model study conducted to examine the classroom management skills of physical education teachers in terms of different variables. "The survey model is a research model in which it is aimed to describe a past or current situation as it is without affecting it" (Karasar, 2014).

### 2.3. Data Collection

The "Professional Anxiety Scale for Prospective Teachers", which was developed by Cabı & Yalçınalp (2013) and whose validity and reliability analyses were conducted, was used as a data collection tool by obtaining permission from the developer of the scale via e-mail. The items of the Vocational Anxiety Scale, which is organized in 5-point Likert type, are evaluated by the prospective classroom teachers participating in the study by choosing one of the options from "I am not worried" (1) to "I am very worried" (5). The higher the average score of the individuals in a sub-dimension indicates high professional anxiety in that field. The average of the total of the sub-dimensions shows the general level of occupational anxiety, and a high average score indicates high occupational anxiety, while a low average score indicates low occupational anxiety.

In order to collect data in the study, "Professional Anxiety Scale for Prospective Teachers" was applied to 437 prospective physical education teachers working in Gaziantep province in the spring semester of the 2022-2023 academic year. Before the measurement tool was applied to the participants, the purpose of the study was voluntarily explained to the participants together with the scale. The measurement tool used in the study was administered face-to-face by the teachers in approximately 20-30 minutes. During the completion of the measurement tools, attention was paid to the voluntariness of the participants.

### 2.4. Data Analysis

For the statistical analysis of the data in the study, the data obtained from the scales were coded into the computer environment and the SPSS 22.0 program was used. Descriptive statistics calculations were made in the data in the study. Non-parametric normality tests were performed to determine whether the research data were normally distributed. For the data sets that did not show normal distribution, Kurtosis-Skewness values were examined and since the values were between +2/-2, it was determined that the data showed normal distribution and parametric tests were applied. Independent sample t-test and One-Way Anova analyses were used to determine the differences between independent variables and the numerical data were interpreted in tables. The tests were used because the data were not normally distributed.

### 2.5. Ethics Committee Permission

Ethical permissions were obtained with the decision of Gaziantep University Social and Human Sciences Ethics Committee dated 01.11.2022 and numbered 253660.

## 3. Results

**Table 1.** Comparison of the participants' scores obtained from the scale in terms of gender variable

Factor	Group	N	Mean Rank	Sum of Rank	U	P
Task-centered anxiety	Female	189	201,77	38134,50	-2,491	,013
	Male	248	232,13	57568,50		
Economic social-centered concern	Female	189	213,66	40382,50	-,773	,439
	Male	248	223,07	55320,50		
Student communication-centered anxiety	Female	189	199,51	37706,50	-2,856	,004
	Male	248	233,86	57996,50		
Colleague and parent-centered anxiety	Female	189	200,22	37841,00	-2,752	,006
	Male	248	233,31	57862,00		
Personal development-centered anxiety	Female	189	205,17	38776,50	-2,029	,042
	Male	248	229,54	56926,50		
Appointment-centered anxiety	Female	189	215,80	40787,00	-4,464	,643
	Male	248	221,44	54916,00		
Adaptation-centered anxiety	Female	189	218,29	41257,50	-1,104	,917
	Male	248	219,54	54445,50		
School management-centered anxiety	Female	189	215,13	40660,50	-,564	,573
	Male	248	221,95	55042,50		

$p<0,05$

Table 1 shows the comparison of the participants' scores obtained from the scale in terms of gender variable. According to the results of the mann whitney u test, a significant difference was found in the sub-dimensions of task-centered anxiety, student communication-centered anxiety, colleague and parent-centered anxiety, and personal development-centered anxiety. There was no significant difference in the other sub-dimensions of the scale. In this sense, it was seen that males had higher scores than females in task-centered anxiety, student communication-centered anxiety, colleague and parent-centered anxiety, and personal development-centered anxiety. Therefore, it can be said that male pre-service teachers have more professional anxiety than female pre-service teachers.

**Table 2.** Comparison of the scores obtained from the scale in terms of the grade level of the participants

Factor	Classroom	N	Mean Rank	Sum of Rank	U	P
Task-centered anxiety	3rd grade	200	223,83	44766,00	-,737	,461
	4th grade	237	214,92	50937,00		
Economic social-centered concern	3rd grade	200	223,87	44774,00	-,743	,458
	4th grade	237	214,89	50929,00		
Student communication-centered anxiety	3rd grade	200	223,82	44764,00	-,743	,458
	4th grade	237	214,93	50939,00		
Colleague and parent-centered anxiety	3rd grade	200	226,13	45225,00	-1,099	,272
	4th grade	237	212,99	50478,00		

**Table 2.** (Continue)

Factor	Classroom	N	Mean Rank	Sum of Rank	U	P
Personal development-centered anxiety	3rd grade	200	222,80	44559,50	-,586	,558
	4th grade	237	215,80	51143,50		
Appointment-centered anxiety	3rd grade	200	235,92	47183,00	-2,583	,010
	4th grade	237	204,73	48520,00		
Adaptation-centered anxiety	3rd grade	200	236,48	47295,00	-2,714	,007
	4th grade	237	204,25	48408,00		
School management-centered anxiety	3rd grade	200	216,28	43256,50	-,417	,677
	4th grade	237	221,29	52446,50		

$p<0,05$

Table 2 shows the comparison of the scores obtained from the scale in terms of the grade level of the participants. According to the results of the mann whitney u test, a significant difference was found between the variables of assignment-centered anxiety and adaptation-centered anxiety. There was no significant difference in the other sub-dimensions of the scale. It was seen that 3rd grade pre-service teachers' assignment-centered anxiety and adaptation-centered anxiety scores were higher than those of 4th grade pre-service teachers. From this point of view, it can be said that the occupational anxiety of pre-service teachers studying in the 3rd grade is higher than pre-service teachers studying in the 4th grade.

**Table 3.** Comparison of the participants' scores obtained from the scale in terms of the type of high school they graduated from

Factor	Graduated high school	N	X	SD	Sum of Rank	Kruskal Wallis		Difference
						X <sup>2</sup>	p	
Task-centered anxiety	Anadolu	437	4,0449	,91616	220,12	8,169	,086	3<1
Economic social-centered concern	Flat				226,90			3<2
	Profession				186,41			3<4
Student communication-centered anxiety	Sport				226,83			
					253,30			
					204,74			1<5
Colleague and parent-centered anxiety	Anadolu	437	3,4577	1,12354	213,46	23,009	,000	2<5
Personal development-centered anxiety					211,52			3<5
					231,70			4<5
	Flat	437	4,0488	1,03008	228,27	6,935	,139	
Appointment-centered anxiety	Profession				206,25			
Adaptation-centered anxiety	Sport				192,31			
	I.Hatip				217,73			
					245,18			
Task-centered anxiety					225,28			
					228,46			
Economic social-centered concern	Anadolu	437	4,0439	,98376	182,18	8,638	,071	
Student communication-centered anxiety	Flat				216,81			
					241,59			
					222,79			
Colleague and parent-centered anxiety	Profession	437	3,9634	1,05542	207,79	6,102	,192	
Personal development-centered anxiety	Sport				195,74			
	I.Hatip				231,37			

**Groups:** 1st group=Anatolian high school, 2nd group=Straight high school, 3rd group=Vocational high school, 4th group=Sports high school, 5th group=Imam Hatip high school.



**Table 3.** (Continue)

Factor	Graduated high school	N	X	SD	Sum of Rank	Kruskal Wallis		Difference
						X <sup>2</sup>	p	
Appointment-centered anxiety	Anadolu	437	2,7590	1,27505	225,71	7,419	,115	
					206,69			
					227,47			
					177,19			
Adaptation-centered anxiety	Flat	437	2,7590	1,27505	237,92	7,419	,115	
					226,08			
					217,34			
					179,07			
Task-centered anxiety	Sport	437	3,9802	1,00286	219,24	12,759	,013	3<1
					261,34			
					213,72			
					216,26			
Economic social-centered concern	I.Hatip	437	3,6743	1,05043	187,18	19,636	,001	2<5
					238,51			
					294,18			
Student communication-centered anxiety	I.Hatip	437	3,6743	1,05043	187,18	19,636	,001	3<5
					238,51			
					294,18			

**Groups:** 1st group=Anatolian high school, 2nd group=Straight high school, 3rd group=Vocational high school, 4th group=Sports high school, 5th group=Imam Hatip high school.

Table 3 shows the comparison of the scores obtained by the participants in terms of the type of high school they graduated from. Accordingly, when the results of the Kruskal-Wallis analysis were examined in terms of the type of high school graduated from, a significant differentiation was observed in the task-centered anxiety, economic and social-centered anxiety, adaptation-centered anxiety, and school management-centered anxiety sub-dimensions of the scale. In order to determine between which groups this differentiation was between, post hoc test was performed, and the differentiated groups are given in the table. There was no significant differentiation in the other sub-dimensions of the scale. Accordingly, in the task-centered anxiety sub-dimension of the scale, it was seen that the anxiety scores of Anatolian High School, regular high school and sports high school graduates were higher than vocational high school graduates. In other words, it can be said that the occupational anxiety of vocational high school graduates is lower than other types of graduates.

In the economic social-centered anxiety sub-dimension of the scale; it was seen that the vocational anxiety scores of imam hatip high school graduates were higher than other graduates. Therefore, it can be said that graduates of imam hatip high school have more economic social centered anxiety than others. In the adjustment-centered anxiety sub-dimension of the scale, it was seen that the occupational anxiety scores of Anatolian high school graduates and imam hatip high school graduates were higher than vocational high school graduates. In other words, it can be said that vocational high school graduates have lower occupational anxiety than the others. In the school management-centered anxiety sub-dimension of the scale, it was seen that the occupational anxiety scores of imam hatip high school graduates were higher than those of Anatolian, regular and vocational high school graduates. Therefore, it can be said that the school management-centered anxiety of imam hatip high school graduates is higher than the others.

Table 4 shows the comparison of the participants' scores obtained from the scale in terms of the type of academic AGP. Accordingly, when the results of the Kruskal-Wallis analysis were analyzed in terms of the type of academic AGP, a significant difference was found in the assignment-centered anxiety dimension of the scale. In order to determine between which groups this differentiation was between, post hoc test was performed, and the differentiated groups are given in the table. There was no significant difference in the other sub-dimensions of the scale. In this sense, it was observed that pre-service teachers with an academic grade point average of 3.51 and above had higher assignment-centered anxiety than the other groups. Therefore, we can say that as academic achievement increases, preservice teachers' occupational anxiety increases.

**Table 4.** Comparison of the scores obtained from the scale in terms of the participants' academic grade point (AGP) type variable

Factor	Academic grade point average	N	X	SD	Sum of Rank	Kruskal Wallis		Difference
						X <sup>2</sup>	p	
Task-centered anxiety	2,01-2,50	54	4,0449	,91616	232,79	5,913	,116	
	2,51-3,00	189			205,61			
	3,01-3,50	171			223,41			
	3,51 ve üstü	23			263,85			
Student communication-centered anxiety	2,01-2,50	54	3,4577	1,12354	218,44	1,859	,602	
	2,51-3,00	189			210,78			
	3,01-3,50	171			225,54			
	3,51 ve üstü	23			239,22			
Personal development-centered anxiety	2,01-2,50	54	4,0488	1,03008	246,21	3,915	,271	
	2,51-3,00	189			209,94			
	3,01-3,50	171			222,11			
	3,51 ve üstü	23			206,48			
Adaptation-centered anxiety	2,01-2,50	54	4,0439	,98376	227,52	2,795	,424	
	2,51-3,00	189			217,10			
	3,01-3,50	171			213,30			
	3,51 ve üstü	23			257,00			
Economic social-centered concern	2,01-2,50	54	3,9634	1,05542	228,75	,816	,846	
	2,51-3,00	189			213,45			
	3,01-3,50	171			222,12			
	3,51 ve üstü	23			218,50			
Colleague and parent-centered anxiety	2,01-2,50	54	2,7590	1,27505	223,17	22,045	,000	2<3
	2,51-3,00	189			189,12			
	3,01-3,50	171			242,59			2<4
	3,51 ve üstü	23			279,37			
Appointment-centered anxiety	2,01-2,50	54	3,9802	1,00286	231,15	2,907	,406	
	2,51-3,00	189			211,75			
	3,01-3,50	171			218,61			
	3,51 ve üstü	23			252,96			
Adaptation-centered anxiety	2,01-2,50	54	3,6743	1,05043	233,10	3,836	,280	
	2,51-3,00	189			208,94			
	3,01-3,50	171			220,83			
	3,51 ve üstü	23			254,91			

Groups: 1st group=2.01-2.50., 2nd group=2.51-3.00., 3rd group=3.01-3.50., 4th group=3.51 and above

**Table 5.** Comparison of the participants' scores obtained from the scale in terms of mother's education level

Factor	Mother Education Status	N	X	SD	Sum of Rank	Kruskal Wallis		Difference
						X <sup>2</sup>	p	
Task-centered anxiety	Primary School	354	4,0449	,91616	219,22	16,701	,001	3<1
	Middle School	36			266,72			
	High School	34			146,96			3<1
	University	11			238,73			
Student communication-centered anxiety	Primary School	354	3,4577	1,12354	219,40	6,990	,072	
	Middle School	36			239,65			
	High School	34			169,57			
	University	11			251,77			

Groups: 1st group=Primary school, 2nd group=Middle school, 3rd group=High school, 4th group=University.

Table 5. (Continue)

Factor	Mother Education Status	N	X	SD	Sum of Rank	Kruskal Wallis		Difference
						X <sup>2</sup>	p	
Personal development-centered anxiety	Primary School	354	4,0488	1,03008	218,78	21,740	,000	3<1
	Middle School	36			266,88			3<2
	High School	34			139,29			3<4
	University	11			276,32			
Adaptation-centered anxiety	Primary School	354	4,0439	,98376	218,71	16,506	,001	3<1
	Middle School	36			254,82			3<2
	High School	34			150,16			3<4
	University	11			284,18			
Economic social-centered concern	Primary School	354	3,9634	1,05542	218,64	7,637	,054	
	Middle School	36			249,63			
	High School	34			170,82			
	University	11			239,82			
Student communication-centered anxiety	Primary School	354	2,7590	1,27505	216,92	1,432	,698	
	Middle School	36			240,38			
	High School	34			208,10			
	University	11			210,23			
Colleague and parent-centered anxiety	Primary School	354	3,9802	1,00286	222,18	8,628	,035	3<1
	Middle School	36			229,35			3<2
	High School	34			158,96			3<4
	University	11			228,77			
Appointment-centered anxiety	Primary School	354	3,6743	1,05043	217,16	1,073	,783	
	Middle School	36			236,17			
	High School	34			206,57			
	University	11			220,82			

**Groups:** 1st group=Primary school, 2nd group=Middle school, 3rd group=High school, 4th group=University.

Table 5 shows the comparison of the participants' scores obtained from the scale in terms of their mother's education level. According to the results of the Kruskal-Wallis analysis, it was found that there was a significant difference in the sub-dimensions of task-centered anxiety, student communication-centered anxiety, colleague and parent-centered anxiety, and adaptation-centered anxiety. In order to determine between which groups this differentiation was between, post hoc (tamhane) test was performed, and the differentiated groups are given in the table. There was no significant difference in the other sub-dimensions of the scale.

In this sense, in the task-centered anxiety sub-dimension of the scale, it was seen that those with primary school education were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is primary school have higher occupational anxiety than high school graduates. In the student communication-centered anxiety sub-dimension of the scale; it was seen that those whose mothers' education level was primary school, secondary school and university were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is high school have lower levels of professional anxiety than other graduates. In the colleague and parent-centered anxiety sub-dimension of the scale, it was seen that those whose mothers' education level was primary school, secondary school and university were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is high school have lower professional anxiety than other graduates. In the assignment-centered anxiety sub-dimension of the scale, it was seen that those with primary school, secondary school and university education levels were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is high school have lower occupational anxiety than other graduates.



**Table 6.** Comparison of the participants' scores obtained from the scale in terms of father's education level

Factor	Father Education Status	N	X	SD	Sum of Rank	Kruskal Wallis		Difference
						X <sup>2</sup>	p	
Task-centered anxiety Economic social-centered concern	Primary School	240	4,0449	,91616	231,06	5,508	,138	
	Middle School	88			202,55			
	High School	87			201,17			
	University	21			213,52			
Student communication-centered anxiety Colleague and parent-centered anxiety	Primary School	240	3,4577	1,12354	230,48	8,575	,036	
	Middle School	88			220,32			
	High School	87			184,53			
	University	21			214,74			
Personal development-centered anxiety Appointment-centered anxiety	Primary School	240	4,0488	1,03008	227,83	5,216	,157	
	Middle School	88			218,40			
	High School	87			192,33			
	University	21			220,79			
Adaptation-centered anxiety Task-centered anxiety	Primary School	240	4,0439	,98376	233,18	12,468	,006	3<1
	Middle School	88			203,64			3<2
	High School	87			184,97			3<4
	University	21			251,98			
Economic social-centered concern Student communication-centered anxiety	Primary School	240	3,9634	1,05542	230,91	7,799	,050	
	Middle School	88			213,32			
	High School	87			188,15			
	University	21			224,10			
Colleague and parent-centered anxiety Personal development-centered anxiety	Primary School	240	2,7590	1,27505	213,92	2,123	,547	
	Middle School	88			229,95			
	High School	87			213,23			
	University	21			244,71			
Appointment-centered anxiety Adaptation-centered anxiety	Primary School	240	3,9802	1,00286	236,78	12,616	,006	3<1
	Middle School	88			205,18			3<2
	High School	87			187,70			
	University	21			193,02			
	Primary School	240	3,6743	1,05043	228,40	3,640	,303	
	Middle School	88			211,65			
	High School	87			202,29			
	University	21			201,26			

**Groups:** 1st group=Primary school, 2nd group=Middle school, 3rd group=High school, 4th group=University.

Table 6 shows the comparison of the participants' scores obtained from the scale in terms of their father's education level. According to the results of the Kruskal-Wallis analysis, it was found that there was a significant difference in the sub-dimensions of colleague- and parent-centered anxiety and adaptation-centered anxiety. In order to determine between which groups this differentiation was between, post hoc (tamhane) test was performed and the differentiated groups are given in the table. There was no significant difference in the other sub-dimensions of the scale. In this sense, in the colleague- and parent-centered anxiety sub-dimension of the scale, it was seen that those whose father's education level was primary school, secondary school and university were higher than those who were high school graduates. In other words, it can be said that those whose mother's education level is high school have lower professional anxiety than other graduates. In the assignment-centered anxiety sub-dimension of the scale, it was seen that those with primary and secondary school education levels were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is high school have lower occupational anxiety than other graduates.

#### 4. Discussion

In this part of the study, the results obtained in order to examine the occupational anxiety of prospective physical education and sports teachers towards the teaching profession in terms of different variables are given.

When we look at whether the anxiety of the research group towards their profession differs according to the gender variable, a significant difference was determined in the task-centered anxiety, student communication-centered anxiety, colleague and parent-centered anxiety, and personal development-centered anxiety sub-dimensions of the scale. There was no significant difference in the other sub-dimensions of the scale. In this sense, it was seen that males had higher scores than females in task-centered anxiety, student communication-centered anxiety, colleague and parent-centered anxiety, and personal development-centered anxiety. Therefore, it can be said that male pre-service teachers have more professional anxiety than female pre-service teachers. In his study, [Kara \(2020\)](#) reported that the occupational anxiety levels of male pre-service teachers were significantly higher than female pre-service teachers. In their research, [Uygun et al. \(2016\)](#), [Baştürk \(2007\)](#) stated that male pre-service teachers had higher levels of occupational anxiety. [Bilgici and Deniz \(2016\)](#), on the other hand, found that male pre-service preschool teachers had high task-centered anxiety.

On the contrary, [Deniz & Tican \(2017\)](#) reported that female pre-service teachers' student/communication-centered, colleague and parent-centered, and adjustment-centered anxiety levels were significantly higher than male pre-service teachers. Likewise, researchers in different studies have concluded that women have higher levels of occupational anxiety. Again, when the literature was examined, it was found that female pre-service teachers had higher levels of professional anxiety than male pre-service teachers ([Tabancalı et al., 2016](#); [Dilmaç, 2010](#)).

When we looked at whether the anxiety states of the research group towards their professions differed according to the grade level variable, a significant difference was found between the variables of assignment-centered anxiety and adaptation-centered anxiety. There was no significant difference in the other sub-dimensions of the scale. It was seen that 3rd grade pre-service teachers' assignment-centered anxiety and adaptation-centered anxiety scores were higher than those of 4th grade pre-service teachers. From this point of view, it can be said that the occupational anxiety of pre-service teachers studying in the 3rd grade is higher than pre-service teachers studying in the 4th grade. In his study with pre-service teachers, [Gümrükçü-Bilgici \(2016\)](#) concluded that there was a significant difference between the levels of occupational anxiety and the grades studied. On the other hand, different researchers have concluded that there is a significant difference between occupational anxiety and the grade level variable in their studies ([Coşkuner & Uğurlu, 2020](#), [Harmandar Demirel et al., 2018](#)). We can say that these results support our study. On the contrary, [Türkdoğan \(2014\)](#) expressed the opinion that there was no significant difference between pre-service teachers' professional anxiety and grade level.

When we looked at whether the anxiety states of the research group towards their professions differed according to the type of high school graduated from, a significant differentiation was observed in the sub-dimensions of the scale; task-centered anxiety, economic social-centered anxiety, adaptation-centered anxiety, school management-centered anxiety. There was no significant differentiation in the other sub-dimensions of the scale. Accordingly, in the task-centered anxiety sub-dimension of the scale, it was seen that the anxiety scores of Anatolian High School, regular high school and sports high school graduates were higher than vocational high school graduates. In other words, it can be said that the occupational anxiety of vocational high school graduates is lower than other types of graduates. In the economic social centered anxiety sub-dimension of the scale; it was seen that the vocational anxiety scores of imam hatip high school graduates were higher than other graduates. Therefore, it can be said that graduates of imam hatip high school have more economic social-centered anxiety than others. In the adaptation-centered anxiety sub-dimension of the scale, it was observed that the vocational anxiety scores of Anatolian high school graduates and imam hatip high school graduates were higher than vocational high school graduates. In other words, it can be said that vocational high school graduates have lower occupational anxiety than the others. In the school management-centered anxiety sub-dimension of the scale, it was seen that the occupational anxiety scores of imam hatip high school graduates were higher than those of Anatolian, regular and vocational high school graduates. Therefore, it can be said that imama hatip high school graduates have more school management-centered anxiety than others.

[Çubukçu and Dönmez \(2011\)](#), in their study on prospective teachers from different branches, reported that there was a significant difference between the level of professional anxiety and the type of high school graduated from. [Alisinanoğlu](#)

et al. (2010) stated that there was a significant difference in the anxiety level of prospective teachers in terms of the type of high school graduated from. In the study of Gümrükçü-Bilgici (2016), we can say that the level of occupational anxiety of pre-service preschool teachers differs significantly depending on the type of high school graduated.

When we examined whether the anxiety states of the research group towards their professions differed in terms of the academic grade point average variable, a significant difference was determined in the assignment-centered anxiety dimension. In this sense, it was observed that pre-service teachers with an academic grade point average of 3.51 and above had higher assignment-centered anxiety than the other groups. Therefore, we can say that as academic achievement increases, pre-service teachers' occupational anxiety increases.

Tümerdem (2007) included findings supporting this finding in his study. In the study, it was found that pre-service teachers at the "medium" achievement level had the highest level of professional anxiety. In different studies conducted in the literature, it was concluded that there were significant differences between professional anxiety and grade point average variable (Türkdoğan, 2014; Dursun & Karagün, 2012; Temiz, 2011). The reason why the AGP variable is not related to occupational anxiety is that AGP only shows academic success. Having a high AGP does not necessarily mean that a person will not feel anxiety. He/she may also feel anxiety to achieve more success. On the other hand, a person with a low AGP does not necessarily mean that he or she is constantly anxious. This person can minimize his/her anxiety level by turning to other areas where he/she feels competent.

When we looked at whether the anxiety states of the research group towards their professions differed according to the mother's education level variable, it was found that there was a significant difference in the sub-dimensions of task-centered anxiety, student communication-centered anxiety, colleague and parent-centered anxiety, and adaptation-centered anxiety. There was no significant difference in the other sub-dimensions of the scale. In this sense, in the task-centered anxiety sub-dimension of the scale; it was seen that those whose mother's education level was primary school were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is primary school have higher occupational anxiety than high school graduates. In the student communication-centered anxiety sub-dimension of the scale; it was seen that those whose mothers' education level was primary school, secondary school and university were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is high school have lower levels of professional anxiety than other graduates. In the colleague- and parent-centered anxiety sub-dimension of the scale, it was seen that those whose mother's education level was primary school, secondary school and university were higher than those with high school graduates. In other words, it can be said that those whose father's education level is high school have lower professional anxiety than other graduates. In the assignment-centered anxiety sub-dimension of the scale, it was observed that those with primary school, secondary school and university education levels were higher than those with high school graduates. In other words, it can be said that those whose father's education level is high school have lower levels of occupational anxiety than other graduates.

Şen (2016) found that the occupational anxiety levels of pre-service teachers differed significantly depending on the educational status of the mother. Therefore, we can say that the findings of this study are similar to our results. On the contrary, Türkdoğan (2014), in his study among pre-service teachers, stated that the occupational anxiety levels of the students did not differ significantly in terms of the mother's education level.

When we looked at whether the anxiety levels of the research group towards their professions differed according to the father's education level variable, it was found that there was a significant difference in the sub-dimensions of colleague and parent-centered anxiety and adaptation-centered anxiety. There was no significant difference in the other sub-dimensions of the scale. In this sense, in the colleague- and parent-centered anxiety sub-dimension of the scale; it was seen that those whose father's education level was primary school, secondary school and university were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is high school have lower professional anxiety than other graduates. In the assignment-centered anxiety sub-dimension of the scale, it was seen that those with primary and secondary school education levels were higher than those with high school graduates. In other words, it can be said that those whose mother's education level is high school have lower occupational anxiety than other graduates.

Şen (2016), in his study with pre-service preschool teachers, found that the occupational anxiety levels of pre-service teachers differed significantly depending on the educational status of the father. However, Öztürk (2018) revealed in his study that the occupational anxiety levels of prospective classroom teachers did not cause a significant difference according to the educational status of the father. Similarly, Türkdogan (2014) stated in his study among the students of the faculty of education that the occupational anxiety levels of prospective teachers did not differ significantly according to the educational status of the father.

## 5. Conclusion

As a result, it was determined that the anxiety levels of the research group towards their professions differed in terms of gender variable and the occupational anxiety levels of male pre-service teachers were higher than female pre-service teachers. It was found that there was a significant difference between the variables of assignment-centered anxiety and adaptation-centered anxiety in terms of the grade level of the scale, and the occupational anxiety of the pre-service teachers studying in the 3rd grade was higher than the pre-service teachers studying in the 4th grade. In terms of the type of high school the participants graduated from, vocational high school graduates had lower professional anxiety than other high school types, while imam hatip high school graduates had higher professional anxiety. In terms of the academic grade point average variable, it was observed that pre-service teachers with a grade point average of 3.51 and above had higher assignment-centered anxiety than the other groups. In addition, in terms of the mother's education level variable, it was seen that those with primary school education had higher levels of occupational anxiety than those with high school graduates, while in the sub-dimension of assignment-centered anxiety; it was concluded that those with primary school, secondary school and university education levels were higher than those with high school graduates. Different activities can be organized to minimize the anxiety levels of teachers regarding their profession. Some of the personal rights of teachers can be improved and their motivation can be increased. Recommendations; comparisons can be made between different branch teachers. Comparisons can be made in terms of different class levels. The research can be applied to teachers working in different provinces.

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