

RESEARCH ON OCCUPATIONAL ANXIETIES OF THE TEACHER CANDIDATES STUDYING AT PHYSICAL EDUCATION AND SPORTS TEACHING DEPARTMENT

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ABSTRACT

The aim of this research is to examine the occupational anxiety of the students at the departments of physical education and sports teaching of Adıyaman and Gazi universities during 2016-2017 educational period. The research is carried on 177 students in total from the third and fourth classes of whom 57 are female, 120 are male. In the research designed according to the qualitative research technique, descriptive survey model is used. The personal information form and "Occupational Anxiety Scale for Prospective Teachers (SPT)" developed by Cabı and Yalçınalp (2013), consisting of 45 items with 8 sub-factorial structures were applied for data collection. SPSS 22 package program was applied data analysis and the distribution of data was examined with Kolmogorov-Smirnov and Shapiro Wilk tests. Parametric tests were applied to the variables that provided normality assumption while nonparametric tests were applied to the variables that did not provide normality assumption. No significant difference was found to be between the educational level of the parents and the age of the prospective teachers. However, considering gender, level of education, and the university variables, a significant difference was observed. In terms of gender variable, male prospective teachers were found to have higher occupational anxiety. Also when compared to the third-year students, fourth-year students were found to have a higher level anxiety.

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Key Words: Occupational Anxiety, Physical Education and Sport, Prospective Teachers

BEDEN EĞİTİMİ VE SPOR ÖĞRETMENLİĞİ BÖLÜMÜNDE ÖĞRENİM GÖREN ÖĞRETMEN ADAYLARININ MESLEKİ KAYGILARININ İNCELENMESİ

ÖZ

Bu araştırmanın amacı 2016-2017 eğitim-öğretim dönemi içerisinde Adıyaman ve Gazi üniversiteleri, beden eğitimi ve spor öğretmenliği bölümlerinde okuyan öğrencilerin mesleki kaygılarının incelenmesidir. Araştırma, 3. ve 4. Sınıf, 57'si kadın 120'si erkek toplamda 177 öğrenci üzerinde yapılmıştır. Nicel araştırma modeline göre tasarlanan çalışmada, betimsel tarama yönteminden yararlanılmıştır. Kişisel bilgi formu ile Cabı ve Yalçınalp' in (2013)'de geliştirdikleri 8 alt faktörlü yapıya sahip 45 maddeden oluşan "Öğretmen Adaylarına Yönelik Mesleki Kaygı Ölçeği (MKÖ)" kullanılarak verilerin toplanması sağlanmıştır. Verilerin analizi SPSS 22.0 Paket programı ile yapılarak, Kolmogorov-Smirnov ve Shapiro Wilk testleri ile verilerin dağılımına bakılmıştır. Normallik varsayımı sağlayan değişkenlere parametrik, sağlamayan değişkenlere ise non-parametrik testler uygulanmıştır. Aday öğretmenlerin verdiği cevaplardan yola çıkarak yapılan analizlerde; anne ve baba eğitim düzeyi ile aday öğretmenlerin yaş değişkenine ilişkin sonuçlarda anlamlı bir farklılık bulunmadığı, cinsiyet, öğrenim düzeyi ve öğrenim gördükleri üniversite değişkenlerine göre ise anlamlı farklılıklar olduğu görülmüştür. Sonuç olarak; öğretmen adaylarının cinsiyet değişkenine göre erkek adayların mesleki kaygılarının daha fazla olduğu, dördüncü sınıf öğrencilerinin ise üçüncü sınıf öğrencilerine göre yüksek kaygı düzeylerine sahip oldukları tespit edilmiştir.

Anahtar Kelimeler: Mesleki kaygı, Beden Eğitimi ve Spor, Öğretmen adayları

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INTRODUCTION

Anxiety which is defined by Turkish Language Society as a distressing emotion emerging at the times of a strong desire or drive seemingly impossible to reach its goal¹ is a mood making itself felt with tediousness, fear of future, uneasiness by the effect of paraconscious for no particular reason at all.² It is one of the main emotion criteria as well as its being multilateral.³

Emerging as a reason for negative emotions, anxiety becomes heavier as approaching a person facing this mood externally and it is only over with the end of the negative statement forcing the person.⁴ Despite it has generally mild and temporary symptoms and it is mostly over in a shorter period, it may emerge at the level of unbalancing social and occupational functions.^{5,6} Generalized anxiety disorder can be possible for the ones facing this anxiety mood currently. Although the patients mostly say they are down with this situation during their childhood or puberty, it can be seen after the twenties.⁷

Anxiety is a matter of the meaning a person ascribe to a certain situation. Anxiety of a person is not directly caused by the events, on the contrary, their irrational beliefs.⁸ and their thought that possible situations to be happened in the future are in danger result in the anxiety state.⁹ When the individual recognizes the situation as threatening due to the thought that the duty is too high to cater for the necessities and he will fail, he will have much more anxiety.^{10,11} Whereas the anxiety at a reasonable level on learning may increase the creativeness and development positively, the rise at the level

of anxiety affects the performance of learning and studying or even hinder it.^{12,13}

Having great significance for the future of the societies, teachers are the most irreplaceable element of educational system. That's why, in order to raise teachers qualitatively the factors which may affect them negatively should be identified and some solutions should be found to them. Anxiety, one of these elements, affects teachers as it affects every individual.¹⁴ The students being collegers after a tough competition have different kinds of anxieties during their educational period. Especially in their final year, they know they are one of the most significant periods of their lives and they know they will face the truth that they will step into work life or unemployment in a very close future.¹⁵ It is thought that one of the situations making the teacher candidates anxious is the non-matching of the numbers of the graduated teacher candidates and the personnel cadre decided for employing teachers by the Ministry of Education. On the employment of teacher candidates in line with the requirements, faculties of education will have a great impact on decreasing the anxiety of employment for teachers.^{16,17}

The educational period of teachers in our country consists of the outcomes like general knowledge, content knowledge and teaching profession knowledge.¹⁸ The teacher candidates, graduating with professional competence, stated that they had lectures on how to approach students during their majoring yet there is no guidance or counselling for their own emotional states.^{19,20} Moreover, Goh and Matthews, said that without knowing which

method and technique they would use in classroom management the teacher candidates have anxieties in how to teach what and in the possibility of having mismatch on school standards they would work under.²¹

The changes in occupational necessities, besides technological advancements, approaches and values which are quickly renewed, create differences in the anxiety levels and shapes related to the occupations of individuals.²² The plans about the role he wants to take in society, his responsibilities to his family, the fear of not being able to appointed or the fact that he cannot find a job may be recognized as some of the elements creating anxiety for the individual. These elements cause stress on the university students and also they make the anxieties increase.²³ The teacher candidates may experience their anxiety statement in different ways; moreover, their situations of dealing with their anxiety levels may also differ.¹¹ Normal increase in this anxiety statement mentioned may cause the increase of their worries and fears about carrying the occupation so it may also make their courage lost.²⁴ Given these aspects, it emerges a necessity of a research on examining the occupational anxieties of the teacher candidates and on how to overcome the reasons of these anxieties.

With the increasing number of universities in Turkey up to two hundred, the quota of each department and the number of graduated students also increased. With this increase, almost in all departments of universities, the step to occupation became harder. Some factors like being successful at Public Personnel Selection Examination, being

employed in a different city from they used to live, how to make ends meet with that salary are waiting for the teacher candidates as the graduation time comes. The goal of this research, is to identify the occupational anxieties of the teacher candidates studying at the Physical Education and Sports Teaching Department. In some researches of occupational anxiety on various teaching branches,^{25,26,27,28,29} although the results show that occupational anxiety changes according to each occupation group, Fuller gathered the anxieties in the occupation of teaching under three branches as self-centered, mission-centered and student-centered.³⁰ The studies on occupational anxiety were mostly started under the light of these three branches.

On examining the body of literature, in the studies for identifying the level of occupational anxiety of the teacher candidates studying at physical education and sports programs.^{31,32,20} Some seniors are taken as samples. Apart from these,^{33,34} some students from each class are taken as samples to identify the level of anxiety of the students studying at physical education and sports programs as well. This research is significant because it is the comparison of Gazi University, one of the rooted universities in Turkey, and 10-year-old Adiyaman University, graduating the first term candidates from the department of physical education teaching with taking the students from the third and the fourth classes as samples. In the research, answers to the sub-problems below and whether the occupational anxiety levels of the candidates are changing according to the variances such as age, gender, class

level, university level, maternal education level or paternal educational level, are tried to be found.

Do the occupational anxiety levels of teacher candidates differ by gender variance?

Do the occupational anxiety levels of teacher candidates differ by age variance?

Do the occupational anxiety levels of teacher candidates differ by class level?

Do the occupational anxiety levels of teacher candidates differ by the university they study in?

Do the occupational anxiety levels of teacher candidates differ by maternal education level?

Do the occupational anxiety levels of teacher candidates differ by paternal education level?

METHOD

In the research designed according to the qualitative research method and by using relational screening model, the goal is to reveal the current situation without a change.³⁵ It discusses relational rate between two or more variance or their variety existence together.³⁶ The research is designed to collect data by questionnaire to determine the level of vocational anxiety of the 3rd and 4th class students and to evaluate these data according to some variables.

Population and Sample

This research is done during 2016-2017 Education Period with total 177 students , 120 are male, and 57 are female, from the third and the fourth classes at the department of physical education and sports teaching in Adiyaman and Gazi Universities. While choosing the population, it is planned to compare two universities, one of which is graduating the first term students of physical education and sports teaching department and the other is rooted

with many graduated students from the same department. Within this context, Adiyaman and Gazi Universities are chosen undeliberately due to ensure also accessibility resulted from the searches.

Data Analysis

“Occupational Anxiety Scale for Teacher Candidates” consisting 45 articles with 8 sub-factors, created with personal information from by Cabi and Yalcinalp is used to gather data.³⁷ It is a five point Likert scale and is graded as; Scale (1) I am very anxious, (2) I am quite anxious, (3) I am relatively anxious, (4) I am anxious a little, (5) I am not anxious. A high grade from the scale represents low anxiety level, as to low grade represents high anxiety level. Data analysis is made with SPSS 22.0 program and its significance level is measured as 0,05. With Kolmogrov- Smirnov and Shapiro Wilk tests, distribution of data is identified. Parametric tests are applied for the variances ensuring normality hypothesis and for the ones not ensuring it, non-parametric tests are applied.

FINDINGS

In this section, the findings gathered about occupational anxieties of teacher candidates of physical education and sports

are given as tabular and they are commented with analyzing according to the research questions.

Table 1: The Distribution of the Attendants According to the Variance of Gender, Class and University Studied

		N	%
Gender	Female	57	32.2
	Male	120	67.8
	Total	177	100
Class	3. Class	89	50.3
	4. Class	88	49.7
	Total	177	100
University	ADYÜ	90	50.8
	GÜ	87	49.2
	Total	177	100

Of the students attending the research, 32,2% are female, 67,8% are male. Moreover, of the teacher candidates, 50,3% are studying at the third class, 49,7% are at the fourth; and 50,8% are from Adiyaman University (AU), 49,2% are from Gazi University (GU).

Table 2: The Results of Mann-Whitney U Test Related to Gender Variance

Total Points and Sub-factors of the Scale	Gender	N	Mean Rank	Rank Total	U	Z	p
Total Scale Grade	Female	57	105.86	6034.00	2459.00	-3.01	.00*
	Male	120	80.9	9719.00			
Duty Centered Anxiety	Female	57	102.15	5822.50	2670.50	-2.35	.01*
	Male	120	82.5	9930.50			
Economical/Social Centered Anxiety	Female	57	95.8	5448.00	3045.00	-1.17	.23
	Male	120	85.8	1030.00			
Student/Communication Centered Anxiety	Female	57	99.9	5694.00	2799.00	-1.95	.05
	Male	120	83.83	1005.00			
Colleague and Parent Centered Anxiety	Female	57	106.39	6064.00	2429.00	-3.12	.00*
	Male	120	80.74	9689.00			
Personal Development Centered Anxiety	Female	57	100.71	5740.50	2752.50	-2.10	.03*
	Male	120	83.44	10012.50			
Appointment Centered Anxiety	Female	57	75.29	4291.50	2638.50	-2.46	.01*
	Male	120	95.51	11461.50			
Adaptation Centered Anxiety	Female	57	90.23	5143.00	3350,00	-.22	.82
	Male	120	88.42	1061.00			
School Management Centered Anxiety	Female	57	10,04	6215.50	2277,50	-3.59	.00*
	Male	120	79.48	9537.50			

*(p<0.05)

When Table 2 is examined, it is understood that there is a meaningful difference in Total Scale Grade among the teacher candidates attending the research according to gender variance ($p < 0,05$) and that the anxiety level of male candidates (80,99) is higher than of females.

From the sub-factors of the scale, at the grades of "Duty Centered Anxiety",

"Colleague and Parent Centered Anxiety", "Personal Development Centered Anxiety", "School Management Centered Anxiety" male students have lower grades than the females, thus it is seen that their anxiety is much more. Again at one of the sub-factors of the scale "Appointment Centered Anxiety" it is shown that female students have lower grades than the males.

Table 3: The Results of Mann-Whitney U Test Related to Class Level Variance

Total Points and Sub-factors of the Scale	Class	N	Mean Rank	Rank Total	U	Z	p
Total Scale Grade	3. Class	89	91.02	8100.50	3736.50	-.52	.59
	4. Class	88	86.96	7652.50			
Duty Centered Anxiety	3. Class	89	89.14	7933.50	3903.50	-.03	.97
	4. Class	88	88.86	7819.50			
Economical/Social Centered Anxiety	3. Class	89	95.04	8458.50	3378.50	-1.58	.11
	4. Class	88	82.89	7294.50			
Student/Communication Centered Anxiety	3. Class	89	87.31	7771.00	3766.00	-.44	.65
	4. Class	88	90.70	7982.00			
Colleague and Parent Centered Anxiety	3. Class	89	88.08	7839.00	3834.00	-.24	.80
	4. Class	88	89.93	7914.00			
Personal Development Centered Anxiety	3. Class	89	100.94	8984.00	2853.00	-3.13	.00*
	4. Class	88	76.92	6769.00			
Appointment Centered Anxiety	3. Class	89	88.61	7886.00	3881.00	-.10	.91
	4. Class	88	89.40	7867.00			
Adaptation Centered Anxiety	3. Class	89	92.34	8218.00	3619.00	-.87	.38
	4. Class	88	85.63	7535.00			
School Management Centered Anxiety	3. Class	89	86.22	7673.50	3668.50	-.72	.46
	4. Class	88	91.81	8079.50			

*($p < 0.05$)

While examining the table of class level variance, there is not a meaningful difference in Total Scale Grade ($p < 0,05$) whereas from the sub-factors of scale "Personal Development Centered Anxiety" it

is stated that the students in the fourth class have lower grades than the ones in the third class, so it is concluded that they have higher anxieties.

Table 4: The Results of Mann-Whitney U Test Related to University Variance

Total Points and Sub-factors of the Scale	University	N	Mean Rank	Rank Total	U	Z	p
Total Scale Grade	Adiyaman	90	95.60	8604.00	3321.00	-1.74	.08
	Gazi	87	82.17	7149.00			
Duty Centered Anxiety	Adiyaman	90	97.88	8809.50	3115.50	-2.34	.01*
	Gazi	87	79.81	6943.50			
Economical/Social Centered Anxiety	Adiyaman	90	84.51	7605.50	3510.50	-1.18	.23
	Gazi	87	93.65	8147.50			
Student/Communication Centered Anxiety	Adiyaman	90	94.53	8508.00	3417.00	-1.46	.14
	Gazi	87	83.28	7245.00			
Colleague and Parent Centered Anxiety	Adiyaman	90	95.69	8612.50	3312.50	-1.77	.07
	Gazi	87	82.07	7140.50			
Personal Development Centered Anxiety	Adiyaman	90	94.46	8501.50	3423.50	-1.44	.14
	Gazi	87	83.35	7251.50			
Appointment Centered Anxiety	Adiyaman	90	84.47	7602.00	3507.00	-1.20	.22
	Gazi	87	93.69	8151.00			
Adaptation Centered Anxiety	Adiyaman	90	84.72	7625.00	3530.00	-1.13	.25
	Gazi	87	93.43	8128.00			
School Management Centered Anxiety	Adiyaman	90	96.65	8698.50	3226.50	-2.02	.04*
	Gazi	87	81.09	7054.50			

*(p<0.05)

Considering the variance of university studied, there is not a meaningful difference in Total Scale Grade ($p < 0,05$), it is observed that the students of Gazi University have lower grades than the students of Adiyaman University at the sub-factors “Duty Centered Anxiety” and

“School Management Centered Anxiety”, so it can be seen that their anxiety is higher.

At the tests on scale sub-dimension scores according to the variances of age, maternal education level, or paternal education level, there is no meaningful difference observed between the groups.

DISCUSSION AND CONCLUSIONS

As a result of the research that we carry on 177 students in total, 57 are female and 120 are male, from the third and fourth classes studying at physical education and sports teaching departments in Adiyaman University and Gazi University during 2016-2017 education period, the conclusion

showing that the anxiety level of male candidates is higher than the female candidates have parallels with the studies of literature.^{38,39,40,41,42} Besides, different from the result of the research, there are also some researches in literature stating that the anxiety level of female candidates is higher than the male candidates.^{43,44,45} In the research, from the sub-factors of the

scale, at the grades of “Duty Centered Anxiety”, “Colleague and Parent Centered Anxiety”, “Personal Development Centered Anxiety”, “School Management Centered Anxiety” male students have lower grades than the female students, thus it is seen that their anxiety is much more. Again at one of the sub-factors of the scale “Appointment Centered Anxiety” it is shown that female students have lower grades than the male. As to some researches literature conclude that there is no effect of gender variance on the level of anxiety.^{46,47} When the gender variances is taken into account, it is thought that the reason of the fact that the anxiety level of male candidates is high is stemmed from the role suited for men in the society.

Whereas, according to class variance, there is no meaningful difference in the anxiety levels of the teacher candidates, the level of “Personal Development Centered Anxiety” of the fourth class students is higher than the third class students. When the literature is reviewed, it has similarities with the study.⁴⁸ It is thought that anxiety level of the fourth class students is high because they have shorter time to start their occupations. On the other hand, in the research on the students in the faculty of education, Saban et al., (2004) states that the self centered anxieties of the teacher candidates are at the forefront during the first year of their education, however, the duty centered and student centered anxieties become the forefront in their final year.⁴⁹

While examining the conclusions related to the university variance, which is one of the important sub-problems of the research, it is seen that there is no meaningful difference generally at all and found that in terms of the

sub-factors like “Duty Centered Anxiety” and “School Management Centered Anxiety” the students in Gazi University are more anxious. Dadandi et al., (2016) mentions that due to the experiences they gain from the applied courses for teaching, the level of duty centered and student centered anxieties of the students in the faculty of education is higher.⁵⁰ Being the fifth and sixth sub-problems of the research, maternal or paternal education levels have no effect on the anxiety level,¹⁶ which is similar to the conclusions of this research.

Consequently, in this research, the occupational anxiety, within eight sub-dimensions as “Duty Centered Anxiety”, “Colleague and Parent Centered Anxiety”, “Personal Development Centered Anxiety”, “School Management Centered Anxiety”, “Appointment Centered Anxiety”, “Adaptation Centered Anxiety”, “Economical/Social Centered Anxiety”, “Student/Communication Centered Anxiety”, is examined under some personal variances and the conclusions reached are discussed with the similar studies in the literature. It is obviously seen that the teacher candidates studying I. The programs of physical education and sports have various occupational anxieties. It is thought that the practices for overcoming these anxieties may contribute to the occupational performance of the teacher candidates. Moreover, it is also believed that using the qualitative and quantitative research techniques together, makes it possible to argue this issue in more detail with the researches carried on the occupational anxieties of the teacher candidates.

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