

EVALUATION OF VOCATIONAL SELF ESTEEM LEVELS OF THE TURKISH COACHES*

Yunus YILDIRIM**
Hüseyin KIRIMO LU**
Gül en F LAZO LU
ÇOKLUK***

ABSTRACT

The aim of the present research was to evaluate vocational self esteem levels of the coaches who were employed as a permanent employee or contract employee at the Province Directorate of Youth and Sports of General Directorate of Youth and Sports. With this general aim in mind, answers to some sub-problems were sought. We tried to investigate whether there was a significant difference between vocational self esteem levels and such variables as age, sex, marital status, being a employment status (permanent employee or contract employee), professional-working-time, educational status and being a trainer of a team sports or individual sports.

"Vocational Self Esteem Scale" developed by Arıcağ (1999) and "Personal Information Form" developed by the researcher were used in order to determine the vocational self esteem of the coaches. The population of the research was consisted of coaches employed at Province Directorates of Youth and Sports (from 81 cities) across Turkey. The sample of the research was made up by a total of 360 coaches (73 female coaches and 287 male coaches out of 31 different sport types) who were working actively in 38 city centers and were selected with random sampling method.

It was found out that the difference was between the coaches aged 26-30 and those aged 31-35 and vocational self esteem levels of the coaches aged 31-35 was significantly higher. Also, there was a statistically significant difference between the coaches aged 26-30 and those aged 36-40 and vocational self esteem levels of the coaches aged 36-40 was significantly higher compared to those aged 26-30.

To sum up, Turkish coaches had moderate vocational self perception. However, we thought that it would be inappropriate to make any generalizations in light of the results of the present research, which was conducted with the Turkish coaches for the first time.

Key Words: Vocational Self Esteem, Turkish Coaches, self esteem

Türk Antrenörlerinin Mesleki Benlik Saygısı Düzeylerinin ncelenmesi

ÖZET

Bu çalı mada, Gençlik ve Spor Genel Müdürlü ü (GSGM), Gençlik ve Spor İl Müdürlükleri (GS M) bünyesinde görev yapan kadrolu ve sözleşmeli antrenörlerin mesleki benlik saygısı düzeylerinin incelenmesini amaçlanmıştır. Bu genel amaç doğrultusunda geliştirilen alt problemlere cevap aranmıştır. Antrenörlerin mesleki benlik saygıları, yaşı, cinsiyet, kadro durumu, mesleki hizmet yılı, eğitim durumu ve takım ya da bireysel spor antrenörü olması gibi değişkenleri aralarında anlamlı bir fark bulunup bulunmadığı araştırılmıştır.

Araştırmada antrenörlerin mesleki benlik saygısını belirlemek için Arıcağ (1999) tarafından geliştirilen "Mesleki Benlik Saygısı Ölçeği" ve araştırmacılar tarafından geliştirilen "Kişisel Bilgi Formu" kullanılmıştır.

Araştırmanın evrenini Türkiye genelinde hizmet veren Gençlik ve Spor İl Müdürlü ü (81 il) antrenörleri oluştururken, örneklem grubu ise bu illerden tesadüfi örneklem yöntemi ile belirlenmiştir. 38 il merkezinde faal olarak görev yapan 31 farklı branştan 73'ü kadın ve 287'si erkek olmak üzere genel toplamda 360 antrenör oluşturulmuştur.

Yapılan istatistiksel inceleme sonucunda bu anlamlılığın 26-30 yaş arasında olan antrenörlerle 31-35 yaş arasında olan antrenörler arasında olduğu ve 31-35 yaş arasında olan antrenörlerin mesleki benlik saygısı düzeylerinin anlamlı düzeyde yüksek olduğu tespit edilmiştir. 26-30 yaş arasında olan antrenörler ile 36-40 yaş arasında olan antrenörler arasında istatistiksel olarak anlamlı bir farklılık tespit edilmiştir. 36-40 yaş arasında olan antrenörlerin mesleki benlik saygıları, 26-30 yaş arasındaki antrenörlerin mesleki benlik saygılarından anlamlı derecede yüksek bulunmuştur.

Yapılan tüm değerlendirilmelerin sonucunda, araştırmaya katılan Türk antrenörlerinin mesleki benlik saygısı ölçümü toplam puan değerlendirilmesine göre orta düzeyde mesleki benlik algısına sahip oldukları tespit edilmiştir. Ancak Türk antrenörler üzerine ilk defa yapılan bu çalışmanın sonuçlarına göre bir genelleme yapmanın uygun olmayacağı düşünülmektedir. Konuya ilişkin genelleme yapılabilmesi için gerek ulusal gerekse uluslararası benzer ve daha kapsamlı çalışmalarla ihtiyaç vardır.

Anahtar Kelimeler: Mesleki Benlik Saygısı, Türk Antrenörleri, Benlik Saygısı.

* This article was an oral presentation at the "6th. ICCE Continental Coach Conference" 2-4 December 2010. Arnhem, Netherlands.

** Mustafa Kemal University, Physical Education and Sports Department, Hatay /Turkey

*** İskadım Special Education School, Hatay /Turkey

INTRODUCTION

The importance of sports has been increasing day by day for the individuals, countries and international society and the functions and effects of sports have become extensive and complicated (Acar, 1993). It may be said that the most vital role for this mission to be accomplished exactly is played by educational personnel.

When we talk about educational personnel in sports, it is the “coaches” to be considered first. While a coach is described as someone who as a technician uses the necessary information in light of science for the success of players and afterwards combines sportive skills with sportive strategies and administers them in people with different character; it is emphasized that a coach should also be an effective organizer, efficient manager, motivator and a trainer who enables players to acquire independence and competency (Dola ir, 2006).

A high standard sportive education requires qualified trainers (Korkmaz et. al., 2006). General Directorate of Youth and Sports (GDYS), the official institution to conduct sportive services and activities in Turkey, has been organized as a central-office in the Capital and as province-directorates in the city centers (in provinces). GDYS attempts to expand sportive services and activities across Turkey through Province Directorates. According to “*Coach Training Code*” (Item: 4) of GDYS; a coach is defined as someone who trains players –individually or as a team- in compatible with international rules and techniques; teaches basis, technical principals and rules of the sports and follows the advancements in his branch.

In light of these definitions, it may be said that coaching profession faces various difficulties and challenges. In fact, the task that a coach should carry out is not only to be a sportive educator but also

to have such professionalized qualifications as being an effective psychologist, educator, scientist, organizer and manager.

Profession, considered as one of the elements that determine the rank of the people in the society (Özdemir & Yalın, 2003), requires different jobs that will produce every kind of services in the society. The primary aspect that makes a profession important is, doubtlessly, its service principle for the humanity (Sarıkaya and Khorshid, 2009). In this sense; coaches are the guarantees who are responsible for sportive education of the future generations just as teachers are the guarantees who are responsible for the education of the future generation.

It is highly important that vocational self esteem levels of the coaches -as a sportive educator and director and administrator of physical education which is one of the important and indispensable components of general education in growing children, youth and adults in a healthy and desired way- be high in performing this difficult and challenging profession. The researchers conducted about vocational self esteem in the literature are closely related to the clarification of the topic

Vocational self esteem means the value-judgment that an individual develops for the profession he prefers and how important and valuable the individual considers his profession (Arıcak, 1999). From this point of view, vocational self esteem is defined as a pre-condition for professional adaptation and satisfaction (Arıcak & Dilmaç, 2003).

Individuals with a high self esteem regard themselves positive, keep away from aggressive attitudes and feel good. Discovering their own weak aspects, they attempt to cope with those aspects. However, individuals with low self esteem exhibit low self-confidence. It is reported that these people are dependent upon others, shy, not investigative and not

creative (Avraroğlu & Üre, 2007). Therefore, a profession compatible with personality reinforces the individual's personality. On the other hand, a profession incompatible with personality poses problems for the individual. It is expected that someone who performs a profession compatible with his personality be more successful and productive whereas someone who performs a profession incompatible with his personality is more likely to experience professional conflicts and dissatisfaction (Dilmaç et al., 2009).

On the other hand little is known about the vocational self esteem outcomes among Turkish Coaches. This study would be a start point for the other studies in this area. The current study aims to investigate the explanatory power of vocational self esteem levels of Turkish coaches. Accordingly, determination of the levels of vocational self esteem perceptions of the Turkish coaches would provide significant clues about the coaches who took the responsibility of sportive education of the future generations. Therefore, the focus of the research was to determine the levels of vocational self esteem of the Turkish coaches in relation to demographic variables.

METHOD

Model of the Research

A cross-sectional study design was used in the study to find out level of self esteem of the Turkish Coaches. All measurement filled at once by using pen and pencil.

Population of the Research

The population of the research was consisted of the coaches (permanently employed coaches, contract coaches and national coaches) who were employed in 2010 across Turkey under the Province

Directorates of Youth and Sports, Turkey (from 81 cities). The sample of the research was made up by a total of 360 coaches (73 female coaches and 287 male coaches from 38 cities).

Data Collection Tool

"Vocational Self Esteem Scale" developed by Arıcağ (1999) and "Personal Information Form" developed by the researcher were used in order to determine the vocational self esteem of the coaches.

Vocational Self-Esteem Scale (VSES) may be applied to those who are older than 17, who have already chosen a profession or who have professional training about a professional area or who actively perform the profession in order to measure their respect-attitudes towards the profession. Arıcağ's Vocational Self-Esteem Scale is consisted of 30 items. 14 items are positive expressions and 16 are negative expressions. The scores of the scale range from 30 points to 150 points. Its content validity and construct validity tested by Arıcağ (2001). Its alpha coefficient was .93 and test re-test coefficient was .92. The internal consistency of the scale was found .76 for this study.

Analysis of the Data

SPSS 16.0 statistical package program was used in order to calculate and to evaluate the data obtained. The data were summarized with percentages and frequency tables.

Testing normality of the data was performed with One-Sample Kolmogorov-Smirnov test and it was assumed that the data provided not show normal distribution. Therefore, the data of non-parametric tests, Mann Whitney – U ve Kruskal Wallis –H administered to determine the effect of variables. Error threshold was accepted as 0.05 in the research. These techniques belonged to descriptive statistics (Büyükoztürk, 2006).

FINDINGS

Table 1. Mann Whitney-U Test Administered to Determine Whether Vocational Self Esteem of The Participants Changed or not According to “Gender” Variable.

	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p
Total Vocational Self Esteem	Male	287	182,46	52366,00	9913,000	,479
	Female	73	172,79	12614,00		
	Total	360				

The correlation between total scores of vocational self esteem and gender of the coaches was analyzed in Table 1. As the result of statistical analysis which shown

on table 1, there was not any significant difference between gender variable and vocational self esteem of the coaches ($p>0.5$).

Table 2. Mann Whitney-U Test Administered to Determine Whether Vocational Self Esteem of The Participants Changed or not According to ‘Sport type’ Variable.

	Sport Type	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p
Total Vocational Self Esteem	Individual	237	182,45	43240,00	14114,000	,622
	Team	123	176,75	21740,00		
	Total	360				

The correlation between total scores of vocational self esteem and sport types (coaching individual sports or coaching team sports) of the coaches was analyzed in Table 2. According to table 2 there was

not any significant difference between sport type (coaching individual sports or coaching team sports) variable and vocational self esteem of the coaches ($p>0.5$).

Table 3. Kruskal Wallis-H Test Administered to Determine Whether Vocational Self Esteem of The Participants Changed or not According to ‘Age’ Variable.

	Age	N	Mean Rank	Chi-Square	p
Total Vocational Self Esteem	20-25	35	171,60	12,656	,027*
	26-30	119	159,05		
	31-35	111	190,24		
	36-40	37	208,14		
	41-45	30	215,85		
	46 and above	28	169,77		
	Total	360			

* $p<0,05$

According to the data in Table 3 where the correlation between vocational self esteem and age of the coaches was analyzed, we found a significant difference between vocational self esteem and age of the coaches. The difference was

between the coaches aged 31-35 and those aged 26-30. It was found out that vocational self esteem of the coaches aged 31-35 was significantly higher than those aged 26-30.

Tablo 4. Kruskal Wallis-H Test Administered to Determine Whether Vocational Self Esteem of the Participants Changed Or not According to “Educational Status” Variable.

	Educational Status	N	Mean Rank	Chi-Square	P
Total Vocational Self Esteem	High school	52	216,09	10,706	,013*
	Graduate	280	177,83		
	Master	26	137,56		
	Doctorate	2	187,50		
	Total	360			

*p<0,05

The correlation between total scores of vocational self esteem and educational status of the coaches was analyzed in Table 4. As the result of statistical analysis, there was significant difference between educational status variable and vocational self esteem of the coaches. It

DISCUSSION and CONCLUSION

The findings obtained from the research that was conducted in order to examine the vocational self esteem of the Turkish coaches were discussed and relevant conclusions were drawn under this title.

Although the fact that we did not find any research about the vocational self esteem of the coaches in the Turkish literature prevented us drawing conclusions that would have been obtained through the discussions and the comparisons of the findings of the present research to the similar ones; the researches conducted with the teachers, candidate teachers, sports players and nurses and the findings about vocational self esteem would help us interpret the findings of the present research.

According to the mean total scores obtained from the Vocational Self Esteem Scale of the participant Turkish coaches revealed that Turkish coaches had moderate degree of vocational self perception; which was similar to the research article titled as “Evaluation of the Correlation between Vocational Self Esteem and Vocational Satisfaction among the Primary School Teachers” in literature. In fact, it was found out by

was found out that vocational self esteem of the coaches with high school degree was significantly higher than those with master’s degree. In addition, vocational self esteem of the coaches with graduate degree was significantly higher than those with master’s degree, too.

Balo lu et al. (2006) that the sample (teachers) of the same research demonstrated a moderate degree of vocational self esteem with a 91.55 arithmetic mean. Therefore, we might conclude that the mean scores of the vocational self esteem of the teachers and coaches were close.

According to the findings of the researches that investigated vocational self esteem level in relation to gender variable; there were different results and it was found out that some researches (Altunta , 1989; Özdemir et. al., 2002; Karakaya et. al., 2006; Yıldırım et. al., 2010) were in favor of male participants and some (Arıcak, 2001; Ünal and im ek, 2008) in favor of female participants.

In the present research, the correlation between total scores of vocational self esteem and gender of the coaches was statistically examined and it was found out that there was not any significant difference between levels of vocational self esteem of the male coaches and female coaches in terms of gender variable. Although there were supportive researches (Yıldız, 2004; Sayın, 2005; Ilık, 2006 a,b ; Toprak,

2007; Erman et. al., 2008; Otacio lu, 2009) in literature; it would not be correct to reach a general conclusion in terms of the effect of the gender on vocational self esteem. In fact, some of the above mentioned researches resulted in favor of male participants, some in favor of female participants whereas some of them gave results neither in favor of male participants nor in favor of female participants.

For the participants of the present research, we might conclude that gender variable affected equally vocational self esteem levels of the coaches and being male or female did not change participants' vocational self esteem towards coaching profession.

The correlation between total scores of vocational self esteem and sport type (coaching individual sports or coaching team sports) of the coaches was analyzed in Table 2. As the result of statistical analysis, there was not any significant difference between sport type (coaching individual sports or coaching team sports) variable and vocational self esteem of the coaches. Although individual sports and team sports are different in terms of competition format and their effects on the players, it may not be valid for the coaches. Actually, coaches do the same things in both team sports and individual sports. Therefore, we might conclude that being a coach of team sports or individual sports could be interpreted as an ineffective variable on vocational self esteem. It might be suggested that the finding obtained from the present research supported this conclusion.

About another finding of the present research, the correlation between vocational self esteem of coaches and their age was investigated. The findings demonstrated a significant difference between vocational self esteem of coaches and their age and the difference was between the coaches aged 31-35 and coaches aged 26-30. The vocational self esteem of the coaches aged 31-35 was significantly higher compared to those

aged 26-30. The research article by Sayın (2005), "Attitudes of the Candidate Teachers towards Teaching and Evaluation of Vocational Self", demonstrated that candidate teachers aged 26 years and older had higher mean scores of vocational self esteem compared to other age groups; which was interpreted that they loved teaching profession more with age advancement and the value they attributed to the teaching profession increased. This result supported the finding of the present research because we observed an increase in scores of vocational self esteem with age advancement. This finding may be related to professional experience.

Contrary to these findings, Yıldırım et al. (2010) reported in the research article titled as "Evaluation of Vocational Self Esteem Levels of the Teachers of Physical Education and Sports (Hatay Province Sample)" that age variable did not affect vocational self esteem levels of the teachers of physical education and sports. The fact that there were fewer numbers of researches and fewer findings limited any generalization concerning the effect of age variable on vocational self esteem.

With the educational status –another variable of the research, we examined the correlation between total scores of vocational self esteem of the coaches and their educational status. As the result of statistical analysis, there were significant differences between educational status variable and vocational self esteem of the coaches. The vocational self esteem of the coaches with high school degree was significantly higher than those with master's degree. Again, the vocational self esteem of the coaches with graduate degree was significantly higher than those with master's degree. Although it apparently sounded as a decrease in vocational self esteem despite the increased educational status; the real cause behind this difference might be attributed to the professional-working-time.

Actually, coaches with higher education degree started the profession earlier than those with graduate degree and master's degree and spent more professional-working-time; which Watson considers as "an important fact that vocational self esteem was affected by numerous factors before and during the service."

As a conclusion; in light of the findings and results obtained from the present research that was conducted in order to evaluate vocational self esteem of the Turkish coaches and as far as the participants of the present research were concerned; we might conclude –with no generalization- that Turkish coaches had

moderate vocational self perception according to mean total scores of vocational self esteem and variables of gender and sport type did not affect vocational self esteem; on the other hand, variables of educational status and age affected vocational self esteem.

The fact that sample group of our research was examined for the first time in Turkey and that the research was a cross sectional one affected negatively the generalization of the results. Therefore, the future longitudinal researches are going to eliminate the limitation caused by only one measurement.

REFERENCES

1. Acar, M. (1993). Sports Objectives and Policies (1923-1993), Prime Ministry State Planning Organization, Planning Department of the General Directorate of Social Planning, Ankara. [Sporda Hedefler ve Politikalar (1923-1993), Bakanlık Devlet Planlama Teşkilatı, Sosyal Planlama Genel Müdürlüğü Planlama Daire Başkanlığı, Ankara].
2. Altıntaş, E. (1989). Teacher Training Faculty Students' Self-Concepts of congruence between self and Occupational Factors Affecting Levels, PhD Thesis, Hacettepe University, Institute of Social Sciences. [Öğretmen Yetiştirme Fakültesi Öğrencilerinin Benlik ve Mesleki Benlik Kavramları Arasındaki Bağlılıkların Düzeylerini Etkileyen Bazı Faktörler, Doktora Tezi, Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü].
3. Arıca, O. T. and Dilmac, B. (2003). An investigation on Self – Esteem and Vocational Self – Esteem of Counseling and Guidance Students. *Trakya University Journal of Social Science*. Volume 3 (1), pp. 1-7. [Psikolojik Danışmanlık ve Rehberlik Öğrencilerinin Bir Takım Değişkenler Açısından Benlik Saygısı ile Mesleki Benlik Saygısı Düzeylerinin İncelenmesi. *Trakya Üniversitesi Sosyal Bilimler Dergisi*. Cilt 3 No1, 2003].
4. Arıca, O.T. (1999). Group Counseling and Professional Self Esteem Through Self Improvement. PhD Thesis. Marmara University, Institute of Education Sciences, İstanbul. [Grupla Psikolojik Danışmanlık Yoluyla Benlik ve Mesleki Benlik Saygısının Geliştirilmesi. Doktora Tezi. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul, 1999].
5. Arıca, O.T. (2001). Professional Self-Esteem Scale: Development, Reliability and Validity Studies. 6. National Counseling and Guidance Congress. 5-7 Eylül ODTÜ, Ankara. [Mesleki Benlik Saygısı Ölçeğinin Geliştirilmesi, Güvenilirlik ve Geçerlilik Çalışmaları. 6. Ulusal Psikolojik Danışmanlık ve Rehberlik Kongresi. 5-7 Eylül ODTÜ, Ankara].
6. Arıca, S. and Üre, Ö. (2007). Self-esteem of University Students in Decision Making, Decision Making and Coping Styles Self-Esteem and Respect to Some Variables. *Selçuk University, Institute of Social Sciences Journal*, Volume:18, Konya, 2007. [Üniversite Öğrencilerinin Karar Vermede Özsaygı, Karar Verme ve Stresle Baş Etme Stillerinin Benlik Saygısı ve Bazı Değişkenler Açısından İncelenmesi. *Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü Dergisi*, Sayı:18, Konya, 2007].
7. Balıoğlu, N., Karadağ, E., Çalışkan, N., and Korkmaz, T. (2006). An Evaluation of Vocational Self-Esteem and Job Satisfaction of Primary School Teachers. *Ahi Evran University Journal of Kırşehir Education Faculty (JKEF)*. Volume; 7(2), pp. 345-358. [İkinci Sınıf Öğretmenlerinin Mesleki Benlik Saygısı ve Doyumları Arasındaki İlişkinin Değerlendirilmesi. *Kırşehir Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*. 7(2), 345-358].
8. Büyüköztürk, Ş. (2006). *Data Analysis Manual for the Social Sciences*. Ankara; Published by Pacem. [Sosyal Bilimler için Veri Analizi El Kitabı, Pacem Yayınları. Ankara].
9. Dimaç, B., Çıtkılı, Y., İplik, H., and Sungur, C. (2009). Technical Teacher Candidates' Vocational Self-Esteem As Predictor of Attitudes Related Teaching Professions. *Journal of Technical-Online*. Vol. 8(2). pp. 127-143. [Teknik Öğretmen Adaylarının Öğretmenlik Mesleklerine İlişkin Tutumlarının Yordayıcısı Olarak Mesleki Benlik Saygısı. *Selçuk Üniversitesi Teknik Bilimler Meslek Yüksekokulu Teknik-Online Dergisi*. 8(2), 127-143].
10. Dolay, S. (2006). *Ethics and Principles of Coaching*. Ankara: Gazi Publishing, Baran Offset. [Antrenörlük Etik ve İlkeleri. Gazi Kitabevi, Ankara; Baran Offset].
11. Erman, K., Şahan, A., and Can, S. (2008). Comparison of Self-Esteem Level in Female and Male Athletes. <http://www.bilalcoban.com/index.php?id=dokuman&islem=oku&yer=2&kat=14&no=97>. [Sporcu Bayan ve Erkeklerin Benlik Saygısı Düzeylerinin Karşılaştırılması].

12. GSGM. Coach Education Regulation, 1 Chapter Objectives, Scope, Basis and Definitions: substance 4, Ankara. [Antrenör Eğitim Yönetmeliği, 1. Bölüm Amaç, Kapsam, Dayanak ve Tanımlar: Madde 4, Ankara].
13. Işık, E. N. (2006). Investigation of the Consistency Between Self Concept and Vocational Self Concept of the Teacher Candidates: Selçuk University Sample. Master Thesis. Selçuk University Institute of Social Sciences. Konya. [Öğretmen Adaylarının Benlik Kavramları ile Mesleki Benlik Kavramları Arasındaki Bağdaşımın Bazı Değişkenlere Göre İncelenmesi: Selçuk Üniversitesi Örneği. Yüksek Lisans Tezi. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü. Konya].
14. Karakaya, I., Çoğun, A., and Aşoğlu, B., (2006). Evaluation Of Depression, Anxiety and Self-Esteem Levels in Swimmers. Anatolian Journal of Psychiatry, Volume, 7(3), 162-166. [Yüzücülerin Depresyon, Benlik Saygısı Ve Kaygı Düzeylerinin Değerlendirilmesi. Anadolu Psikiyatri Dergisi, 7(3), 162-166].
15. Karasar, N. (2005). Scientific Research Methods. Ankara: Nobel Publication Distribution. [Bilimsel Araştırma Yöntemleri, Nobel Yayınları. Ankara, 2005].
16. Korkmaz, F., Korkmaz, N.H., Arabacı, R., Akça, A., Akça, C. (2006). Social Preferences of The Volleyball Trainers in Turkey And Their Attitudes Towards Their Profession. The University of Uludağ. The Journal of Faculty of Education of Uludağ University. Vol. XIX (2), 321-344. [Türkiye Voleybol Antrenörlerinin Sosyal Tercihleri ve Mesleklerine Bakışları. Uludağ Üniversitesi Eğitim Fakültesi Dergisi XIX (2), 321-344].
17. Otacıoğlu, S.G. (2009). The Relations between the Music Teacher Candidates' Levels of Self Esteem and Their Successes in Academic and Playing Instruments. Dicle University Journal of Ziya Gökalp Faculty of Education. Vol.13, pp.141-150. [Müzik Öğretmeni Adaylarının Benlik Saygısı Düzeyleri ile Akademik ve Çalgı Başarılarının Karşılaştırılması. Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, (13). 141-150].
18. Özdemir, A.R., Özdemir, E., Akça, C., Ediz, B., Akça, A. (2002). Some Factors Influencing The Correlational Levels Between The Self- Concept and Vocational Self-Concept of The Final Year Students in The Physical Education and Sports Department of The University of Uludağ. The Journal of Faculty of Education of Uludağ University. Vol, XV (1)pp. 287-303. [Uludağ Üniversitesi Eğitim Fakültesi Beden Eğitimi ve Spor Bölümü Son Sınıf Öğrencilerinin Benlik ve Mesleki Benlik Kavramları Arasındaki Bağdaşım Düzeylerini Etkileyen Bazı Faktörler. Uludağ Üniversitesi, Eğitim Fakültesi Dergisi, Cilt: XV, Sayı: 1. 287-303].
19. Özdemir, S. ve Yalın, H. (2003). Introduction to Teaching Profession, Nobel Publication, Ankara. [Öğretmenlik Mesleğine Giriş, Nobel Yayınları, Ankara].
20. Sarıkaya, T., Khorshid, L. (2009). The investigation of the factors that affect university students' profession choice: university students' profession choice. Journal of Turkish Educational Science, 7(2), 393-423. [Üniversite öğrencilerinin meslek seçimini etkileyen etmenlerin incelenmesi: üniversite öğrencilerinin meslek seçimi *Türk Eğitim Bilimleri Dergisi*, 7(2), 393-423].
21. Sayın, S. (2005). A study on the Attitude of Teacher Candidates towards Teaching Profession and Their Vocational Self-esteems. Eurasian Journal of Educational Research, Volume:19, pp, 272-281. [Öğretmen Adaylarının Öğretmenlik Mesleğine Karşı Tutumları ve Mesleki Benlik Saygılarının İncelenmesi. Eurasian Journal of Educational Research, 19, 272 pp, 272-281].
22. Ünal, E., İmrek, S. (2008). An Analysis of Pre Service Elementary School Teachers' Occupational Respect According to Different Variables, Elementary Education Online, 7(1), 41-52. [İkinci Öğretim Bölümü Anabilim Dallarında Öğrenim Gören Öğretmen Adaylarının Mesleki Benlik Saygılarının Çeşitli Değişkenler Açısından İncelenmesi, İkinci Öğretim Online, 7(1), [Online]: <http://ilkogretim-online.org.tr>].
23. Watson, C. (2006). Narratives of Practice and the Construction of Identity in Teaching, Teachers and Teaching: Theory and Practice 12, 5, 509-526.
24. Yıldırım, Y., Kırımolu, H., Temiz, A. (2010). A Research on Professional Self-Esteem of Physical Education and Sports Teachers That Work in Primary and Secondary Education Schools. Selçuk University Journal of Physical Education and Sport Science. Vol 12 (1), 29-35. [Beden Eğitimi ve Spor Öğretmenlerinin Mesleki Benlik Saygısı Düzeylerinin İncelenmesi (Hatay İl Örneği). Selçuk Üniversitesi Beden Eğitimi ve Spor Bilim Dergisi, 2010, 12 (1), 29-35].
25. Yıldız, Y. (2004). Celal Bayar University School of Physical Education and Sports Management Sports Manager Candidates Studying in the Department of Occupational Self-Concepts of Congruence between Self and Investigation of some Factors Levels, Master Thesis, Celal Bayar University, Health Sciences Institute, Department of Physical Education and Sports, Sports Department of psycho-Social Sciences, Manisa. [Celal Bayar Üniversitesi Beden Eğitimi ve Spor Yüksekokulu Yöneticilik Bölümü'nde Öğrenim Gören Spor Yöneticisi Adaylarının Benlik ve Mesleki Benlik Kavramları Arasındaki Bağdaşım Düzeyinin Bazı Faktörler Açısından İncelenmesi, Yüksek Lisans Tezi, Celal Bayar Üniversitesi, Sağlık Bilimleri Enstitüsü, Beden Eğitimi ve Spor Anabilim Dalı, Sporda Psiko-Sosyal Alanlar Bilim Dalı, Manisa].