

Investigation of High School Students' Attitudes Towards Coaching Profession According to Some Demographic Characteristics

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Abstract

This research examines the relationship between the attitudes of high school students in Ankara province towards the coaching profession and some demographic characteristics and the relationship between attitudes towards the coaching profession and its sub-dimensions. The research was conducted with 305 high school students in 2024 and 2025. The study was conducted using a relational screening method. The participants were administered a "Attitude Scale for High School Students Towards the Coaching Profession" and a "Demographic Information Form" as data collection tools. In the evaluation of research data, statistical methods such as frequency, percentage distributions, Independent Samples T Test for two groups, one-way analysis of variance (ANOVA) for multiple groups, Tukey's test for detecting differences between groups, Cohen's d and eta-squared for determining effect size, and Pearson Correlation analysis for determining relationships were utilized. As a result of the study, a significant difference was found between the participants' attitudes towards the coaching profession and the demographic variables of gender, age, years of experience in sports, and licensed athlete status, while no significant difference was found between the variables of grade level and favorite team. At the same time, a positive and significant relationship was found between high school students' attitudes towards the coaching profession and its sub-dimensions.

Keywords; High school students, coaching profession, attitude scale, demographic variables.

Introduction

School period is important for people. Because in this period, people focus on their professional preferences. People in this period can also choose their professional preferences. At this point in Turkey, people can receive vocational training, especially in schools affiliated with the Ministry of National Education and vocational courses.

Coaching is a type of profession. Coaches help their athletes work with them to increase their physical-physiological, mental, psychological and social abilities to act according to their purpose (Konter, 1996). At the same time, coaches are characteristically the ones who ensure the physical fitness of their athletes, guide them and have a command of the subject (Lyle & Cushion, 2016; Sevim, 2002).

People gain knowledge and experiences throughout their lives. The cognitive, emotional and behavioural reaction tendencies (Güney, 2009) that people develop towards everything perceived as concrete and/or abstract, regardless of the living or non-living beings around them, using these gains they have obtained, are called attitudes (Tezbaşaran, 2008). Attitude components are cognitive (mental), emotional (affective) and behavioural (Tavşancıl, 2006; İnçeoğlu, 2011).

While it is considered that people should have attitudes towards a profession, it is also considered that they should be related to that profession (Özcan, 2022; Boyle, Anderson, & Allen, 2020; Akinbadewa & Sofowora, 2020). When the literature is examined, it is seen that studies on people's attitudes towards coaching are new. Turğut, Sural and Kan (2018) developed a measurement tool to measure high school students' attitudes towards the coaching profession in the study titled 'Study on the development of high school students' attitude scale towards the coaching profession'. This research identified three attitudes specific to the coaching profession. These three attitudes were identified as love attitude, care attitude, and negative attitude. Koçak (2020) developed a measurement tool to measure the attitudes of a group of individuals with a mean age of 31.9 ($\pm$ 7.4) toward coaching in his investigation titled "Measurement of Attitudes Towards Coaching: A Scale Development Study." This investigation also identified three attitudes toward coaching. These three attitudes were identified as affective attitude, cognitive attitude, and behavioral attitude.

Akdağ, Civan, Küçüker, Işık and Çiftçi et al. (2023), in their research titled "The effect of coach candidates' attitudes towards the profession on their academic motivation", tried to determine whether the attitudes of the candidates who will perform the coaching profession towards the coaching profession affect their academic motivation. Sarı and Bulut (2019), in their research titled "Attitude Scale Towards Coaching Profession: Validity and Reliability Study for University Students," tested the validity and reliability of the "Attitude Scale of High School Students towards Coaching Profession" developed by Turğut et al. Kayhan and Erdem (2019) examined university students' attitudes towards the coaching profession in their research titled "Examining the Attitudes of University Students Receiving Sports Education towards the Coaching Profession". Sağlam and Çeviker (2022), in their research titled 'Investigation of the relationship between coaches' self-efficacy and attitude levels towards coaching', examined the relationship between coaches' self-efficacy and coaches' attitude levels in various fields in our country's Central Black Sea region. Sural, Serin, Şahin, Üngör, and Şahin (2023) examined the attitudes of sports high school students towards the coaching profession according to the variables of gender, age, class, active sports, how many years they have been doing sports, how many days a week they do sports and whether they are national athletes in their sports.

The idea of this research was born because the research was quite limited. At this point, it was evaluated that examining high school students' attitudes towards the coaching profession according to some variables would contribute to the literature. For this purpose, the relationship between high school students' attitudes towards the coaching profession and the variables of gender, age, grade level, years of sport, being a licensed athlete or not and the team they support were examined. At the same time, the relationship between attitudes towards the coaching profession and its sub-dimensions was also examined in the study. In this context, the aim of this research is to examine the attitudes of high school students towards the coaching profession in terms of some demographic variables.

Materials and Methods

Ethics Committee Permission

This investigation (Research Code No: 2025 - 163) was carried out by the Gazi University Rectorate Ethics Commission with the research permit numbered "E-77082166-604.01-1161719" and titled "Evaluation and Approval" on 25.02.2025.

Research Design

The research was conducted using the relational survey method, one of the quantitative research techniques. The relational survey method is utilised as a research method to determine the relationship between variables. This method is applied to determine the relationship between variables and identify the variables. The findings obtained at this point are aimed at generalise these relationships to the universe with this model (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2015; Creswell, 2016).

Study Group

An a priori power analysis was conducted using G*Power (Faul et al., 2009) to determine the sample size required for the study. The analysis revealed that a total of 254 participants were needed for a medium effect size ($d = .40$), $\alpha = .001$, and power $(1-\beta) = .80$. Although the a priori power analysis suggested a minimum of 254 participants, the number of participants was increased to enhance the reliability of the findings. In this context, the study group consisted of 305 students, including 137 female and 168 male students enrolled in the 2024-2025 academic year who volunteered to participate in the study. Demographic characteristics of the participants are given in Table 1.

Table 1. Frequency and percentage distributions of demographic characteristics of students

		F	%
Gender	Female	137	44.9%
	Male	168	55.1%
	Total	305	100.0%
Age (Years)	14	4	1.3%
	15	67	22.0%
	16	88	28.9%
	17	93	30.5%
	18	39	12.8%
	19	14	4.6%
	Total	305	100.0%
Class	9.	31	10.2%
	10.	94	30.8%
	11.	103	33.8%
	12.	77	25.2%
	Total	305	100.0%

Licensed Athlete	Yes	132	43.3%
	No	173	56.7%
	Total	305	100.0%
Sports Experience (Years)	I never did.	42	13.8%
	0-1	101	33.1%
	1-2	15	4.9%
	2-3	41	13.4%
	3-4	29	9.5%
	4-5	9	3.0%
	Over 5	68	22.3%
	Total	305	100.0%
Team	Galatasaray	73	23.9%
	Fenerbahçe	66	21.6%
	Beşiktaş	50	16.4%
	Trabzonspor	43	14.1%
	Other	73	23.9%
	Total	305	100.0%

Data Collection Tools

Data were collected using the semi-structured Demographic Information Form developed by the researcher and the Attitude Scale of High School Students towards the Coaching Profession (Turğut et al., 2018).

The Attitude Scale of High School Students Towards Coaching Profession developed by Turğut et al. (2018) is a measurement tool to determine high school students' attitudes towards coaching. The scale consists of 15 items. At the same time, the scale consists of three sub-factors. These are 'Affection, Interest and Negative Attitude'.

The items and factors that make up the High School Students' Attitude Scale towards Coaching Profession together explained 62.81% of the variance; the scale items' factor loadings were between 0.58 and 0.84. The scale was compatible with this three-factor structure as a result of the confirmatory factor analyses, item-total test correlations (0,391-0,828), and t-test (4,29-22,52) showed that the data were suitable for principal component analysis, KaiserMeyer-Olkin (0,92) coefficient and Barlett Sphericity test ($\chi^2=2700,201$; $p<0.05$), the goodness of fit index of the measurement model was found to be an excellent fit (χ^2/df : 2,06; RMSEA: 05; GFI: 94 AGFI: ,92; RMR: ,06 SRMR: ,04; CFI: ,99; IFI: ,99; RFI: ,97; NFI: ,97; NNFI: ,98) and the overall Cronbach's reliability value of the scale was 0.90. As a result of these findings, it was determined that the scale is a measurement tool that measures students' attitudes towards the coaching profession in a valid and reliable way (Turğut et al., 2018).

Data Collection

The study data were collected through a questionnaire. Data collection tools and questionnaire forms were distributed to students. It was carried out in the periods deemed appropriate by the school administrators and course teachers so as not to interfere with the standard lesson patterns in the school. The students were informed about the questionnaire verbally and through voluntary consent forms before completing the questionnaires. In addition, an online form covering the scale and demographic information was created and shared with the students. Students who could not mark on the paper and could not be reached were reached in this way.

Data Analysis

Statistical procedures in the study were carried out with the SPSS 27.0 programme. In order to determine the demographic characteristics of the students, frequency analysis, descriptive statistics for determining the general averages, t-test in independent groups to make comparisons according to binary variables, and one-way variance ANOVA analysis were performed to make comparisons according to more than two variables. In addition, Pearson correlation analysis was used to determine the relationship between the attitude towards the coaching profession and its sub-dimensions and the significance level was evaluated as $p < 0.05$ (Can, 2016).

Results

In this part of the study, students' attitudes towards the coaching profession, gender, age, class level, duration of doing sports, being a licensed athlete, and the team they support were examined. At the same time, the relationships between students' attitudes towards the coaching profession and its sub-dimensions were examined. The findings obtained are presented in the table below.

Table 2. Descriptive statistics of high school students' attitudes towards the coaching profession

	N	Minimum	Maximum	$\bar{X}$	Std. Dev.
Affection	305	1.00	5	2.93	.969
Interest	305	1.00	5	3.04	1.026
Negative Attitude	305	1.00	5	4.28	.788
Total Scale	305	1.40	5	3.24	.785

Table 3. The difference between high school students attitudes towards the coaching profession according to their gender

	Gender	N	$\bar{X}$	Std. Dev.	t	P	Cohen d
Affection	Female	137	2.737	.988	-3.140	.002**	.955
	Male	168	3.083	.927			
Interest	Female	137	2.873	.980	-2.665	.008**	1.016
	Male	168	3.185	1.043			
Negative Attitude	Female	137	4.202	.734	-1.606	.109	.786
	Male	168	4.347	.826			
Total Scale	Female	137	3.075	.760	-3.308	.001**	.772
	Male	168	3.369	.782			

** $p < .01$

Table 3 was performed with an Independent Samples T Test. When the table is analysed, significant differences were found between the students' love attitudes, interest attitudes and total scale scores according to gender variable ($p < 0,01$). However, no significant difference was found between students' negative attitudes regarding gender variables. In addition, the effect size of gender variable on attitudes was analysed. In this context, Cohen's d value was 1,02 with the Attitude of Care and 0,96 with the Attitude of Love. Since Cohen's d values were above 0.80, it was determined that the gender variable represented the Attitudes of Care and Affection with a large effect size. In addition, Cohen's d value was found to be 0.79 for Negative attitude and 0.77 for Total attitude. Since Cohen's d values were above 0.60, it was determined that the gender variable represented Negative and Total attitudes with a medium effect size (Cohen, 1988; Üstün & Eryılmaz, 2014).

Table 4. The difference between high school students attitudes towards the coaching profession according to their status of being a licensed athlete

	Licensed Athlete	N	$\bar{X}$	Std. Dev.	<i>t</i>	<i>p</i>	Cohen <i>d</i>
Affection	Yes	132	3.071	.966	2.283	.023*	.962
	No	173	2.818	.960			
Interest	Yes	132	3.179	1.013	2.006	.046*	1.021
	No	173	2.942	1.027			
Negative Attitude	Yes	132	4.366	.757	1.635	.103	.786
	No	173	4.218	.807			
Total Scale	Yes	132	3.366	.789	2.526	.012*	.778
	No	173	3.139	.769			

* $p < .05$

Table 4 was performed with an Independent Samples T Test. When the table is examined, significant differences were found between the love attitudes, interest attitudes and total scale scores according to the variable of being a licensed athlete ($p < 0,01$). However, no significant difference was found between the students' negative attitudes according to the gender variable. In addition, the effect size of the variable of being a licensed athlete on attitudes was examined. In this context, Cohen's *d* value was 1,02 with the Attitude of Care and 0,96 with the Attitude of Love. Since Cohen's *d* values were above 0.80, it was determined that the variable of being a licensed athlete represented the Attitudes of Interest and Affection with a large effect size. In addition, Cohen's *d* value was found to be 0.79 for Negative attitude and 0.78 for Total attitude. Since Cohen's *d* values were above 0.60, it was determined that the variable of being a licensed athlete represented Negative and Total attitude with a medium effect size (Cohen, 1988; Üstün & Eryılmaz, 2014).

Table 5. The difference between high school students attitudes towards the coaching profession according to age category

	Age (Years)	N	$\bar{X}$	Std. Dev.	<i>f</i>	<i>p</i>	Meaningfulness	(η^2)
Affection	14	4	3.536	.632	2.463	.033*		.04
	15	67	2.680	1.029				
	16	88	3.003	.966				
	17	93	2.846	.941				
	18	39	3.161	.925				
	19	14	3.347	.774				
	Total	305	2.927	.969				
Interest	14	4	3.750	.660	4.083	.001**	19&15 19&17	.06
	15	67	2.734	1.001				
	16	88	3.107	.985				
	17	93	2.966	1.035				
	18	39	3.262	.999				
	19	14	3.857	.875				
	Total	305	3.045	1.026				
Negative Attitude	14	4	5.00	.000	1.617	.155		
	15	67	4.318	.753				
	16	88	4.254	.884				
	17	93	4.165	.809				
	18	39	4.393	.566				

	19	14	4.548	.674				
	Total	305	4.282	.788				
Total Scale	14	4	3.900	.500				
	15	67	3.026	.777				
	16	88	3.288	.773				
	17	93	3.150	.777	3.767	.003*	19&15	.06
	18	39	3.441	.754				
	19	14	3.757	.699				
	Total	305	3.237	.785				

Table 5 was carried out with One-Way ANOVA. When the table was analysed, significant differences were found between the age variables of the students and the attitudes toward Love, Care and Total scale ($p < 0.05$). However, no significant differences were found between the age variables of the students and Negative attitudes.

The Tukey test was used to determine which groups differed from each other as a result of these analyses. In the interest subscale, 19-year-old participants had higher attitudes toward the coaching profession than both 15- and 17-year-old participants. In terms of the total scale score, 19-year-old participants had higher attitudes toward the coaching profession than 15-year-old participants.

Additionally, the eta squared (η^2) value was examined to determine the effect size of the age variable on attitudes. It was determined that the age variable represented the attitude of affection with a small effect size. However, it was found that the age variable represented the attitude of interest and the total scale score with a medium effect size (Cohen, 1988).

Table 6. Differences between high school students' attitudes towards the coaching profession according to grade level

	Class Level	N	$\bar{X}$	Std. Dev.	<i>f</i>	<i>p</i>
Affection	9.	31	3.125	.842	1.379	.249
	10.	94	2.847	1.022		
	11.	103	3.028	.970		
	12.	77	2.813	.939		
	Total	305	2.927	.969		
Interest	9.	31	3.284	1.079	1.956	.121
	10.	94	2.862	1.021		
	11.	103	3.152	1.028		
	12.	77	3.029	.986		
	Total	305	3.045	1.026		
Negative Attitude	9.	31	4.118	1.107	1.412	.239
	10.	94	4.223	.780		
	11.	103	4.282	.732		
	12.	77	4.420	.708		
	Total	305	4.282	.788		
Total Scale	9.	31	3.376	.745	1.369	.252
	10.	94	3.127	.785		
	11.	103	3.320	.80		
	12.	77	3.206	.763		
	Total	305	3.237	.785		

* $p < .05$

Table 6 was carried out with One-Way ANOVA. When the table was analysed, no significant differences were found between the grade level variables of the students and the attitudes of Love, Care, Negative attitude and Total scale ($p>0.05$).

Table 7. Differences between high school students' attitudes towards the coaching profession according to the year of doing sport

	Sports Experience (Years)	N	$\bar{X}$	Std. Dev.	<i>f</i>	<i>p</i>	Meaningfulness	(η^2)
Affection	I never did	42	2.677	.893	3.354	.003**	Over 5 Total & I never did	.06
	0-1	101	2.679	.907				
	1-2	15	3.076	1.168				
	2-3	41	3.024	.925				
	3-4	29	3.118	.925				
	4-5	9	3.222	.674				
	Over 5	68	3.240	1.032				
	Total	305	2.927	.969				
Interest	I never did	42	2.710	1.008	2.994	.007**	Over 5 Total & I never did	.06
	0-1	101	2.846	.997				
	1-2	15	3.160	1.392				
	2-3	41	3.078	.992				
	3-4	29	3.331	.901				
	4-5	9	3.444	.893				
	Over 5	68	3.327	.985				
	Total	305	3.045	1.026				
Negative Attitude	I never did	42	4.286	.788	.749	.611		
	0-1	101	4.218	.780				
	1-2	15	4.133	1.053				
	2-3	41	4.236	.735				
	3-4	29	4.391	.564				
	4-5	9	4.074	1.245				
	Over 5	68	4.417	.784				
	Total	305	4.282	.788				
Total Scale	I never did	42	3.010	.731	3.630	.002**	Over 5 Total & I never did	.07
	0-1	101	3.042	.749				
	1-2	15	3.316	.918				
	2-3	41	3.285	.733				
	3-4	29	3.444	.694				
	4-5	9	3.467	.509				
	Over 5	68	3.504	.842				
	Total	305	3.237	.785				

** $p<.01$

Table 7 was carried out with One-Way ANOVA. When the table is analysed, significant differences were found between the year of doing sport and the attitudes of Love, Care and Total scale ($p<0.05$). However, no significant differences were found between the variables of the students' years of doing sports and negative attitudes.

As a result of these analyses, the Tukey test was used to determine which groups differed. It was determined that those who had participated in sports for more than five years had higher attitudes toward the coaching profession than both those who had never participated and those

who had participated in sports for 0-1 year, in terms of the love subscale, interest subscale, and total scale scores.

As well as, the eta squared (η^2) value was examined to determine the effect size of the variable of years of sports practice on attitudes. It was determined that the variable of years of sports practice represented the attitude of affection, attitude of interest, and total scale score with a medium effect size (Cohen, 1988).

Table 8. Differences between high school students' attitudes towards the coaching profession according to their favourite team

	Team	N	$\bar{X}$	Std. Dev.	<i>f</i>	<i>p</i>
Affection	Galatasaray	73	2.718	.949	1.650	.162
	Fenerbahçe	66	2.929	1.064		
	Beşiktaş	50	3.040	.9977		
	Trabzonspor	43	2.861	1.027		
	Other	73	3.098	.814		
	Total	305	2.927	.969		
Interest	Galatasaray	73	2.934	1.122	1.159	.329
	Fenerbahçe	66	2.927	1.026		
	Beşiktaş	50	3.180	1.030		
	Trabzonspor	43	2.977	1.081		
	Other	73	3.208	.872		
	Total	305	3.045	1.026		
Negative Attitude	Galatasaray	73	4.265	.914	.129	.972
	Fenerbahçe	66	4.263	.809		
	Beşiktaş	50	4.353	.553		
	Trabzonspor	43	4.287	.726		
	Other	73	4.265	.820		
	Total	305	4.282	.788		
Total Scale	Galatasaray	73	3.100	.856	1.429	.224
	Fenerbahçe	66	3.195	.800		
	Beşiktaş	50	3.349	.806		
	Trabzonspor	43	3.185	.793		
	Other	73	3.368	.656		
	Total	305	3.237	.785		

$p > 0.05$

Table 8 was carried out with One-Way ANOVA. When the table was analysed, no significant differences were found between the variable of the favourite team of the students and the attitudes of Affection, Interest, Negative attitude and Total scale ($p > 0.05$).

Table 9. The relationship between High school students' attitudes towards the coaching profession

	Affection	Interest	Negative Attitude	Total Scale
Affection	r	1	.753**	.927**
	p		<.001	<.001
Interest	r	.753**	1	.908**
	p	.000	<.001	<.001
Negative Attitude	r	.111	.194**	.350**
	p	.052	<.001	<.001
Total Scale	r	.927**	.908**	1
	p	.000	<.001	<.001

Table 9 was carried out with the Pearson Correlation Test. When the table is analysed, a high positive ($r=0.927$) and significant ($p<0.01$) relationship was found between the student's attitude towards the coaching profession and the love sub-dimension. The variance explained by the variables on each other is 85.28%. In other words, 85.28% of the love sub-dimension is caused by the attitude towards the coaching profession.

A high positive ($r=0.908$) and significant ($p<0.01$) relationship was found between the students' attitudes towards the coaching profession and the interest sub-dimension. The variance explained by the variables on each other is 82,45%. In other words, 82,45% of the interest sub-dimension is caused by the attitude towards the coaching profession.

A moderate ($r=0.350$) and significant ($p<0.05$) relationship was found between students' attitudes towards the coaching profession and the negative attitude sub-dimension. The variance explained by the variables on each other is 12,25%. In other words, 12,25% of the negative attitude sub-dimension is caused by the attitude towards the coaching profession.

A highly positive ($r=0.753$) and significant ($p<0.05$) relationship was found between the interest sub-dimension and the affection sub-dimension. The variance explained by the variables on each other is 56,70 %. In other words, 56,70% of the love sub-dimension is considered to be caused by the interest sub-dimension.

A low positive ($r=0.194$) and significant ($p<0.05$) relationship was found between the care sub-dimension and the negative sub-dimension. The variance explained by the variables on each other is 3,76%. In other words, 3,76% of the negative sub-dimension is caused by the affection sub-dimension.

No significant ($p>0.05$) relationship was found between the negative sub-dimension and the affection sub-dimension at a low positive level ($r=0.111$).

Due to the results obtained in Table 9, a statistical relationship was determined between high school students' attitudes towards the coaching profession and its sub-dimensions.

Discussion and Conclusion

In this study, it is valuable to evaluate high school students' views towards the coaching profession and contribute to the field. The attitudes of high school students towards the coaching profession in terms of gender, age, grade level, years of sport, status of being a licensed athlete and team variables were examined. At the same time, the relationships between attitudes towards the coaching profession and its sub-dimensions were also examined.

The study found a difference between high school students' attitudes towards the coaching profession according to their gender. Şahin (2022) found a significant relationship between the attitudes of sports sciences faculty students towards the coaching profession and the gender variable. Kayhan and Erdem (2019) found a difference between the attitudes of university students receiving sports education towards the coaching profession and the gender variable. However, contrary to the result of the study, Sural et al. (2023) did not find a difference between the attitudes of sports high school students towards the coaching profession according to the gender variable.

The study found a difference between high school students' attitudes towards the coaching profession according to their age levels. Şahin (2022) found a significant relationship between the attitudes of sports sciences faculty students towards the coaching profession and age variables. However, contrary to the research result, Sural et al. (2023) found no significant

difference between the attitudes of sports high school students towards the coaching profession and age variables.

The study found a difference between high school students' attitudes towards the coaching profession according to their status of being a licensed athlete. Some studies in the field examine the relationship between the attitude towards the coaching profession and the variable of being a licensed athlete. However, Sural et al. (2023) did not find any significant difference between the variable of being a national athlete and attitudes towards the coaching profession of sports high school students.

The study found no difference between high school students' attitudes towards the coaching profession according to the grade level variable. Sarı and Bulut (2018) found no significant difference between high school students' attitudes towards the coaching profession and class-level variables. Sural et al. (2023) found no significant difference between the attitudes of sports high school students towards the coaching profession and the class variable. However, no results contrary to the research were found in the literature.

In the study, a difference was found between high school students' attitudes towards the coaching profession according to the variable of years of doing sports. In the literature, no results equivalent to the research could be found. However, contrary to the results of the research, Sural et al. (2023) found no difference between the attitudes of sports high school students towards the coaching profession and their status of doing active sports.

In this context, when the research results are synthesized with the literature, the results of Sural et al. (2023) differ. In their study, Sural et al. (2023) found no significant differences between the attitudes of sports high school students toward the coaching profession and the variables of gender, age, national athlete status, and active sports participation. The authors attributed the lack of significant differences to the homogeneous nature of the sports high school students.

The study found no difference between high school students' attitudes towards the coaching profession according to the team variable. Since this is the first study on this variable in the literature, similar or different results could not be reached because no other study was found.

The study found a statistical relationship between high school students' attitudes towards the coaching profession and its sub-dimensions. In this context, a high positive and significant relationship was found between students' attitudes towards coaching profession and love sub-dimension; a high positive and significant relationship was found between students' attitudes towards coaching profession and interest sub-dimension; a moderate and significant relationship was found between students' attitudes towards coaching profession and negative attitude sub-dimension; a high positive and significant relationship was found between interest sub-dimension and love sub-dimension; a low positive and significant relationship was found between interest sub-dimension and negative sub-dimension. However, a low positive and significant relationship was not found between the negative and love sub-dimension.

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