

Analyzing the occupational anxiety level of physical education and sports teacher candidates on future expectations

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ABSTRACT

The present study is to analyze the occupational anxiety level of physical education and sports teacher candidates on future expectations in terms of several variables. The Future Expectations Scale, comprised of 15 items and a single factor, and the Occupational Anxiety Scale, comprised of 45 items and eight factors were employed as measurement tools. Parametric analyses were conducted on research data using SPSS 22.0 package program. "Pearson's correlation analysis" was conducted to identify the level and the direction of relationships between variables. A significant difference was found in opinions of physical education and sports teacher candidates in terms of gender, grade, national athlete, and income variables ($p < 0.05$). In the correlation analysis, it was found that there was a weak and positive relationship of teacher candidates' expectations to the following sub-dimensions: "Task-Oriented Anxiety" ($r = 0.16$; $p < 0.01$), "Student/Communication-Oriented Anxiety" ($r = 0.23$; $p < 0.01$), and "Assignment-Oriented Anxiety" ($r = 0.19$; $p < 0.01$).

Keywords: Physical education, future expectations, occupational anxiety, teacher candidate.

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INTRODUCTION

One of the basic and most important indicators on development levels of countries is education. Because education is one of the areas from which much is expected in terms of meeting needs emerging from the rapid change in today's world (Crowther, 1997). Teaching as a profession is of the utmost importance in terms of conveying societal values to new generations, raising productive individuals who are capable of critical thinking, raising individuals who could adapt to new developments and changes, raising individuals who are capable of self-realization and who could adapt to school development and educational goals, and having a positive and willing attitude towards the profession (McKeachie, 1997; Can, 2004; Çubukçu, et al., 2012). Understanding teacher candidates' initial occupational goals, their motivation to choose teaching as a profession, and goals related to their perception of teaching could help educators and policymakers improve teacher recruitment and quality (Brunetti, 2001; Watt and Richardson, 2007). This is

because today, teachers face many problems decreasing their quality of life and causing anxiety. Among these problems is the increase in the number of students causing learning difficulties, the anxiety among teachers on providing insufficient training to students, occupational insecurity, and inadequacy. Besides, it has been found that teachers who are new to the profession have higher anxiety levels than experienced teachers (Wagner, 2009).

An individual's expectations are shaped in an environment where there is an interaction with family and social life. Among the biggest factors that shape these expectations are the individual's personality traits, parental communication, the individual's upbringing, self-realization level, sociability level, and the level of proficiency in professional life in terms of occupational knowledge level acquired at school (Şanlı and Saraçlı, 2015). Expectations are important factors that determine whether an attitude will reflect on behavior. The less

strong attitude will also reduce the possibility of it becoming a behavioral pattern. A weak attitude cannot turn into a behavior since it will weaken in the face of environmental obstacles and negative expectations (Aydın, 2003).

From the moment when they choose to be trained for a certain profession, individuals start to form expectations about that profession. As they obtain more knowledge of the profession, their level of hope on realizing these expectations differs. Expectations that are formed during the school year and the level of hope on realizing them have a huge impact on the morale and motivation level in the first years in individuals' professional life. It is clear that failure to realize the individual's expectations, which are especially important and create a high level of hope, will decrease the level of morale and motivation, and that this will have a negative impact on professional success and productivity (Uras and Kunt, 2006). Faculties of education are institutions that provide training for the teaching profession. The training provided in faculties of education aims to provide teacher candidates with knowledge and skills in terms of cognitive, affective, and psychomotor areas. In addition to knowledge and skills that teacher candidates have acquired, it is also of great importance that teachers conduct their job with love and enthusiasm (McKeachie, 1997).

Anxiety is an important factor in an individual's performance; therefore, it should not be at abnormal levels and should be controlled at desired levels (Mishra and Yadav, 2013). Throughout their professional career, which includes the pre-vocational training period, teachers face some concerns, and they might alienate from their profession and working environment. Many factors could be a reason for this. These reasons may stem from the individual or the environment and management. Among these reasons are that the profession is not suitable for the individual, failure in human relations, lack of support, lack of coordination between institutions, providing training for supernumerary teachers, teacher shortage, dissatisfaction towards salary, too much workload, difficulty in official correspondence and forming reports, meeting the expectations of the principal or inspectors, class management, allocating too much time for extracurricular activities (Öztürk, 2016; Tümkeya ans Çavuşoğlu, 2010; Dadandı, Kalyon and Yazıcı, 2016).

The present study aimed to investigate future expectations and anxiety level of physical education and sports teacher candidates in terms of several variables and to identify relationships between future expectations and occupational concerns. To this end, answers to the following questions were sought:

1. Do physical education and sports teacher candidates' future expectations and occupational concerns differ significantly across gender?
2. Do physical education and sports teacher

candidates' future expectations and occupational concerns differ significantly across grades?

3. Do physical education and sports teacher candidates' future expectations and occupational concerns differ significantly depending on whether they are national athletes?

4. Do physical education and sports teacher candidates' future expectations and occupational concerns differ significantly across income levels?

5. What is the relationship between physical education and sports teacher candidates' expectations and their occupational concerns?

METHODOLOGY

Research model

The present study was conducted using the relational scanning model. Relational scanning model, which is a general scanning model, is a research model aiming to identify the presence and/or degree of covariance between two or more variables (Fraenkel and Wallen, 2009; Karasar, 2012).

Study group

The study group consists of 294 physical education and sports teacher candidates studying at Bitlis Eren University in the 2019-2020 academic year. Information on the personal characteristics of teacher candidates is given in Table 1.

Data collection

Data were collected by two measurement tools. These are:

Future expectations scale: The scale developed by Tuncer (2011) for university students is one-dimensional and consists of 15 items. The scale was designed as a 5-point Likert-type including "Completely Disagree", "Disagree", "Undecided", "Agree" and "Completely Agree" options. *Cronbach's Alpha* value was measured to ensure reliability in the scale. *Cronbach's Alpha* value was found to be 0.84. Therefore, it was found that the scale was reliable enough.

Occupational anxiety scale: The scale developed by Cabı and Yalçınalp (2013) for teacher candidates consists of 8 sub-dimensions and 45 items. The scale was designed as a 5-point Likert type involving "Too Anxious", "Very Anxious", "Partially Anxious", "Slightly Anxious", and "Not Anxious" options. *Cronbach's Alpha* internal consistency coefficient and split-half correlation

Table 1. Information on the personal characteristics of the study group.

Variable		N	%	Total
Gender	Female	102	34.7	294 (100%)
	Male	192	65.3	
Grade	1st-Grade	57	19.4	294 (100%)
	2nd-Grade	81	27.6	
	3rd-Grade	78	26.5	
	4th-Grade	78	26.5	
National athlete	Yes	75	25.5	294 (100%)
	No	219	74.5	
Income level of teacher candidates	1000 TL and less	222	75.5	294 (100%)
	Between 1000-1999 TL	45	15.3	
	Between 2000-2999 TL	9	3.1	
	Between 3000-3999 TL	6	2.0	
	4000 TL and above	12	4.1	

were used to measure the scale's reliability. *Cronbach's Alpha* internal consistency coefficients being 0.70 and above were deemed sufficient.

Data analysis

Skewness and kurtosis values were investigated to determine whether research data had a normal distribution. As a result, since it was found that data had a normal distribution, parametric tests were used. To determine whether physical education and sports teacher candidates' future expectations and occupational concerns had a statistically significant difference across gender and national athlete variables, "*Independent t-test*" was used, and "*One-Way Analysis of Variance*" was

used to determine whether class and income level variables had a statistically significant difference. To identify groups that had statistically significant differences as a result of the "*One-Way Analysis of Variance*", "*LSD*" test was used. The relationship between physical education and sports teacher candidates' future expectations and their occupational concerns was analyzed by "*Pearson's correlation*" technique.

Skewness and kurtosis values were investigated to determine whether research data had a normal distribution. These results are shown in Table 2.

Table 2 reveals that data on scale sub-dimensions have skewness and kurtosis values ranging between 2 and -2. According to Hair et al. (2014), this means that data has a normal distribution. Therefore, research data were analyzed using parametric tests.

Table 2. Skewness and kurtosis values of research data.

Scales/scale sub-dimensions	N		Skewness	Kurtosis
	Valid	Missing		
Future Expectations	294	0	-.352	.275
Task-Oriented Anxiety	294	0	-.871	.321
Socio-Economic Anxiety	294	0	-.744	.104
Student/Communication-Oriented Anxiety	294	0	-1.041	.378
Colleague and Parent-Oriented Anxiety	294	0	-1.203	.826
Personal Growth-Oriented Anxiety	294	0	-.665	-.579
Assignment-Oriented Anxiety	294	0	-1.439	1.619
Adaptation-Oriented Anxiety	294	0	-.849	-.074
School Management-Oriented Anxiety	294	0	-.897	-.063

FINDINGS

Investigating physical education and sports teacher

candidates' future expectations and occupational concerns in terms of the gender variable; *Independent t-test* was used to determine whether physical education

and sports teacher candidates' future expectations and occupational concerns differed in terms of the gender variable. The results are listed in Table 3.

Table 3 revealed that there was a statistically significant difference between females and males in terms of physical education and sports teacher candidates' future expectations. It could be said that male teacher candidates have higher expectations for the future than female teacher candidates. A statistically significant difference was found between females and males in "Adaptation-Oriented Anxiety" and "School Management-Oriented Anxiety" sub-dimensions of the Occupational Anxiety Scale. It was found that female teacher candidates had a higher level of adaptation-oriented anxiety compared to male teacher candidates whereas male candidates had a higher level of school management-oriented anxiety than female candidates.

Investigating physical education and sports teachers' future expectations and occupational concerns in terms of the grade variable

One-Way Analysis of Variance was used to determine whether physical education and sports teacher candidates' future expectations and occupational concerns differed across different grades. The results are listed in Table 4.

Table 4 revealed that there was a statistically significant difference between the levels of physical education and sports teacher candidates' future expectations ($F_{290} = 7.65$; $p < 0.05$) across different grades. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data demonstrated that teacher candidates' future expectations increased as the grade level increased.

Table 3. Analysis results on physical education and sports teacher candidates' future expectations and occupational concerns in terms of the gender variable.

Scale dimensions	Gender	N	X	SD	t	p
Future expectations	Female	102	59.02	6.28	-3.60	0.00
	Male	192	61.71	5.99		
Task-oriented anxiety	Female	102	54.91	11.63	1.12	0.26
	Male	192	53.20	12.70		
Socio-economic anxiety	Female	102	26.55	6.54	1.47	0.14
	Male	192	25.28	7.32		
Student/communication-oriented anxiety	Female	102	23.67	5.33	-0.32	0.74
	Male	192	23.90	5.99		
Colleague and parent-oriented anxiety	Female	102	19.76	5.23	-0.53	0.59
	Male	192	20.10	5.27		
Personal growth-oriented anxiety	Female	102	14.58	4.50	0.22	0.82
	Male	192	14.45	5.15		
Assignment-oriented anxiety	Female	102	12.44	2.97	0.50	0.61
	Male	192	12.25	3.17		
Adaptation-oriented anxiety	Female	102	12.05	2.87	2.10	0.03
	Male	192	11.18	3.61		
School management-oriented anxiety	Female	102	11.02	3.49	-1.93	0.05
	Male	192	11.82	3.29		

It was concluded that there was a statistically significant difference across different grades of physical education and sports education teachers' in terms of the "Task-

Oriented Anxiety" ($F_{290} = 5.56$; $p < 0.05$) sub-dimension. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a

Table 4. Analysis results on physical education and sports teacher candidates' future expectations and occupational concerns in terms of the grade variable.

Scale Sub-Dimensions	Grade	N	X	SD	sd	F	P	Significant Difference
Future expectations	1st-Grade	57	58.94	7.07	3/290	7.65	0.00	1-2, 1-4, 2-3, 3-4
	2nd-Grade	81	61.03	5.27				
	3rd-Grade	78	59.38	5.47				
	4th-Grade	78	63.26	6.41				
Task-oriented anxiety	1st-Grade	57	50.63	12.11	3/290	5.56	0.00	1-2, 1-4, 2-3, 3-4
	2nd-Grade	81	57.00	9.24				
	3rd-Grade	78	50.76	13.48				
	4th-Grade	78	55.80	13.11				
Socio-economic anxiety	1st-Grade	57	24.42	6.54	3/290	1.71	0.16	-----
	2nd-Grade	81	27.03	4.69				
	3rd-Grade	78	25.23	6.85				
	4th-Grade	78	25.80	9.29				
Student/communication-oriented anxiety	1st-Grade	57	23.00	5.96	3/290	9.40	0.00	1-2, 1-4, 2-3, 3-4
	2nd-Grade	81	25.48	3.60				
	3rd-Grade	78	21.38	6.42				
	4th-Grade	78	25.15	5.88				
Colleague and parent-oriented anxiety	1st-Grade	57	19.31	5.32	3/290	1.29	0.27	-----
	2nd-Grade	81	20.92	3.45				
	3rd-Grade	78	19.65	5.31				
	4th-Grade	78	19.84	6.51				
Personal growth-oriented anxiety	1st-Grade	57	13.10	4.53	3/290	2.44	0.06	1-4
	2nd-Grade	81	14.70	3.94				
	3rd-Grade	78	14.42	4.93				
	4th-Grade	78	15.38	5.89				
Assignment-oriented anxiety	1st-Grade	57	12.00	3.12	3/290	4.27	0.00	2-3, 3-4
	2nd-Grade	81	13.00	1.93				
	3rd-Grade	78	11.42	3.79				
	4th-Grade	78	12.73	3.10				
Adaptation-oriented anxiety	1st-Grade	57	10.78	3.11	3/290	1.07	0.35	-----
	2nd-Grade	81	11.51	2.87				
	3rd-Grade	78	11.69	2.93				
	4th-Grade	78	11.76	4.37				
School management-oriented anxiety	1st-Grade	57	11.26	3.25	3/290	10.66	0.00	1-2, 1-3, 2-3, 3-4
	2nd-Grade	81	12.77	2.39				
	3rd-Grade	78	10.00	3.44				
	4th-Grade	78	12.03	3.69				

difference. Relevant data demonstrate that teacher candidates who are in the 2nd and 4th grade have high anxiety levels. The reason might be the fact that 2nd and 4th grade students have more task-oriented courses; thereby causing an increase in the anxiety level.

It was found that there was a statistically significant

difference across different grades of teacher candidates in terms of the "Student/Communication-Oriented Anxiety" ($F_{290} = 9.40$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data revealed

that teacher candidates in the 2nd and 4th grades had a higher anxiety level compared to those in the 1st and 3rd grades. The reason might be that teacher candidates in the 2nd and 4th grades experienced anxiety in communicating due to their task-oriented courses and too much workload.

It was concluded that there was a statistically significant difference across different grades of physical education and sports teacher candidates in terms of the "Personal Growth-Oriented Anxiety" ($F_{290} = 2.44$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data revealed that teacher candidates had a higher anxiety level on the personal growth as the grade level increased.

It was concluded that there was a statistically significant difference across different grades of physical education and sports teacher candidates in terms of the "Assignment Oriented Anxiety" ($F_{290} = 4.27$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Data demonstrated that 2nd-grade students had more anxiety. Besides, mean anxiety levels of different grades are more or less close.

It was found that there was a statistically significant difference across different grades of teacher candidates in terms of the "School Management-Oriented Anxiety" ($F_{290} = 10.66$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data revealed that teacher candidates in the 2nd and 4th grades had a higher anxiety level compared to those in the 1st and 3rd grades. The reason might be that there are more practice-centered courses in the 2nd and 4th grades; therefore, these teacher candidates have higher levels of school management-oriented anxiety.

No statistically significant difference was found across different grades of physical education and sports teacher candidates in terms of the "Socio-Economic Anxiety" ($F_{290} = 1.71$; $p < 0.05$), "Colleague and Parent-Oriented Anxiety" ($F_{290} = 1.29$; $p < 0.05$), and "Adaptation-Oriented Anxiety" ($F_{290} = 1.07$; $p < 0.05$) sub-dimensions. Accordingly, it can be said that the grade variable does not have any impact on "Socio-Economic Anxiety", "Colleague and Parent-Oriented Anxiety", and "Adaptation-Oriented Anxiety" sub-dimensions.

Investigating physical education and sports teachers' future expectations and occupational concerns in terms of the national athlete variable

Independent t-test was used to determine whether physical education and sports teacher candidates' future

expectations and occupational concerns differed in terms of whether they were national athletes. The results are listed in Table 5.

Table 5 revealed no statistically significant difference between national athletes and those who were not in physical education and sports teacher candidates' future expectations. A statistically significant difference was found between teacher candidates who were national athletes and those who were not in terms of the "Socio-Economic Anxiety", "Colleague and Parent-Oriented Anxiety", "Adaptation-Oriented Anxiety, and "School Management-Oriented Anxiety" sub-dimensions of the Occupational Anxiety Scale. It was concluded that teacher candidates who were national athletes had higher anxiety levels.

Investigating physical education and sports teachers' future expectations and occupational concerns in terms of the income level variable

One-Way Analysis of Variance was used to determine whether physical education and sports teacher candidates' future expectations and occupational concerns differed across different income levels. The results are listed in Table 6.

Table 6 demonstrates that there is a statistically significant difference across income levels of physical education and sports teacher candidates in terms of their future expectations ($F_{289} = 4.28$; $p < 0.05$). *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data revealed that future expectations decreased as the income level increased.

A statistically significant difference was found in the "Task-Oriented Anxiety" ($F_{289} = 2.73$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data demonstrated that teacher candidates who had an income of 1000-2000 TL had a higher level of task-oriented anxiety compared to others.

A statistically significant difference was found in the "Socio-Economic Anxiety" ($F_{289} = 7.01$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data also demonstrated that teacher candidates who had an income of 1000-2000 TL had a higher level of socio-economic anxiety compared to others. Therefore, it can be said that socio-economic anxiety level decreases as the income level increases.

A statistically significant difference was found in the "Student / Communication-Oriented Anxiety" ($F_{289} = 3.92$; $p < 0.05$) sub-dimension of the Occupational

Table 5. Analysis results of physical education and sports teacher candidates' future expectations and occupational concerns in terms of the national athlete variable.

Scale sub-dimensions	National athlete	N	X	SD	t	p																																																																																					
Future expectations	Yes	75	61.76	5.62	1.57	0.11																																																																																					
	No	219	60.45	6.38			Task-oriented anxiety	Yes	75	54.96	8.69	0.94	0.34	No	219	53.39	13.37	Socio-economic anxiety	Yes	75	27.64	5.02	2.74	0.00	No	219	25.06	7.55	Student/communication-oriented anxiety	Yes	75	24.76	3.87	1.62	0.10	No	219	23.50	6.25	Colleague and parent-oriented anxiety	Yes	75	21.36	3.79	2.64	0.00	No	219	19.52	5.59	Personal growth-oriented anxiety	Yes	75	15.40	4.26	1.83	0.06	No	219	14.19	5.11	Assignment-oriented anxiety	Yes	75	12.48	2.48	0.52	0.59	No	219	12.26	3.28	Adaptation-oriented anxiety	Yes	75	12.64	2.09	3.46	0.00	No	219	11.09	3.66	School management-oriented anxiety	Yes	75	13.28	1.69	5.37	0.00	No
Task-oriented anxiety	Yes	75	54.96	8.69	0.94	0.34																																																																																					
	No	219	53.39	13.37			Socio-economic anxiety	Yes	75	27.64	5.02	2.74	0.00	No	219	25.06	7.55	Student/communication-oriented anxiety	Yes	75	24.76	3.87	1.62	0.10	No	219	23.50	6.25	Colleague and parent-oriented anxiety	Yes	75	21.36	3.79	2.64	0.00	No	219	19.52	5.59	Personal growth-oriented anxiety	Yes	75	15.40	4.26	1.83	0.06	No	219	14.19	5.11	Assignment-oriented anxiety	Yes	75	12.48	2.48	0.52	0.59	No	219	12.26	3.28	Adaptation-oriented anxiety	Yes	75	12.64	2.09	3.46	0.00	No	219	11.09	3.66	School management-oriented anxiety	Yes	75	13.28	1.69	5.37	0.00	No	219	10.95	3.60								
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	No	219	25.06	7.55			Student/communication-oriented anxiety	Yes	75	24.76	3.87	1.62	0.10	No	219	23.50	6.25	Colleague and parent-oriented anxiety	Yes	75	21.36	3.79	2.64	0.00	No	219	19.52	5.59	Personal growth-oriented anxiety	Yes	75	15.40	4.26	1.83	0.06	No	219	14.19	5.11	Assignment-oriented anxiety	Yes	75	12.48	2.48	0.52	0.59	No	219	12.26	3.28	Adaptation-oriented anxiety	Yes	75	12.64	2.09	3.46	0.00	No	219	11.09	3.66	School management-oriented anxiety	Yes	75	13.28	1.69	5.37	0.00	No	219	10.95	3.60																			
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Table 6. Analysis results on physical education and sports teacher candidates' future expectations and occupational concerns in terms of the income level variable.

Scale dimensions	Income Level	N	X	SD	sd	F	P	Significant Difference
Future expectations	(A) 1000 TL and less	222	60.71	6.26	4/289	4.28	0.00	A-C, A-D, B-C, B-D, B-E
	(B) 1000-1999 TL	45	61.53	5.45				
	(C) 2000-2999 TL	9	66.66	1.00				
	(D) 3000-3999 TL	6	55.50	.54				
	(E) 4000 TL and above	9	57.50	8.00				
Task-oriented anxiety	(A) 1000 TL and less	222	52.97	12.95	4/289	2.73	0.02	A-B, B-C
	(B) 1000-1999 TL	45	58.93	9.84				
	(C) 2000-2999 TL	9	48.33	9.26				
	(D) 3000-3999 TL	6	55.50	6.02				
	(E) 4000 TL and above	9	53.00	8.76				
Socio-economic anxiety	(A) 1000 TL and less	222	24.95	7.28	4/289	7.01	0.00	A-B, B-C, B-E
	(B) 1000-1999 TL	45	30.53	4.36				
	(C) 2000-2999 TL	9	23.33	6.55				
	(D) 3000-3999 TL	6	26.50	3.83				
	(E) 4000 TL and above	9	23.25	5.97				

Table 6. Continues.

Student/communication-oriented anxiety	(A) 1000 TL and less	222	23.48	6.10	4/289	3.92	0.00	A-B, B-E, C-E
	(B) 1000-1999 TL	45	26.26	4.05				
	(C) 2000-2999 TL	9	26.00	.86				
	(D) 3000-3999 TL	6	21.50	1.64				
	(E) 4000 TL and above	9	20.50	4.75				
Colleague and parent-oriented anxiety	(A) 1000 TL and less	222	19.41	5.36	4/289	6.64	0.00	A-B, B-E, C-E, D-E
	(B) 1000-1999 TL	45	23.20	2.61				
	(C) 2000-2999 TL	9	19.66	3.60				
	(D) 3000-3999 TL	6	23.00	1.09				
	(E) 4000 TL and above	9	17.25	7.54				
Personal growth-oriented anxiety	(A) 1000 TL and less	222	13.78	5.00	4/289	12.92	0.00	A-B, B-C, B-E, C-D
	(B) 1000-1999 TL	45	18.80	1.43				
	(C) 2000-2999 TL	9	11.00	5.26				
	(D) 3000-3999 TL	6	16.00	4.38				
	(E) 4000 TL and above	9	13.50	3.08				
Assignment-oriented anxiety	(A) 1000 TL and less	222	12.04	3.29	4/289	5.54	0.00	A-B, B-C, B-D,
	(B) 1000-1999 TL	45	14.13	1.47				
	(C) 2000-2999 TL	9	10.66	3.60				
	(D) 3000-3999 TL	6	11.00	1.09				
	(E) 4000 TL and above	9	12.50	1.16				
Adaptation-oriented anxiety	(A) 1000 TL and less	222	11.27	3.57	4/289	3.21	0.01	A-B, B-C
	(B) 1000-1999 TL	45	12.86	2.52				
	(C) 2000-2999 TL	9	9.33	2.78				
	(D) 3000-3999 TL	6	12.50	1.64				
	(E) 4000 TL and above	9	11.50	2.15				
School management-oriented anxiety	(A) 1000 TL and less	222	11.12	3.46	4/289	4.28	0.00	A-B
	(B) 1000-1999 TL	45	13.20	2.64				
	(C) 2000-2999 TL	9	12.66	1.32				
	(D) 3000-3999 TL	6	13.00	1.09				
	(E) 4000 TL and above	9	11.75	4.13				

Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data demonstrate that student/communication-oriented anxiety decreases as teacher candidates' income level increases. A statistically significant difference was found in the "Colleague and Parent-Oriented Anxiety" ($F_{289} = 6.64$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data show that colleague and parent-oriented anxiety decreases as teacher candidates' income level

increases.

A statistically significant difference was found in the "Personal Growth-Oriented Anxiety" ($F_{289} = 12.92$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data show that personal growth-oriented anxiety decreases as teacher candidates' income increases.

A statistically significant difference was found in the "Assignment-Oriented Anxiety" ($F_{289} = 5.54$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used

to determine among which grades there was a difference. Relevant data demonstrate that assignment-oriented anxiety decreases as teacher candidates' income level increases.

A statistically significant difference was found in the "Adaptation-Oriented Anxiety" ($F_{289} = 3.21$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data show that adaptation-oriented anxiety decreases as teacher candidates' income increases.

A statistically significant difference was found in the "School Management-Oriented Anxiety" ($F_{289} = 3.21$; $p < 0.05$) sub-dimension of the Occupational Anxiety Scale in terms of the income level variable in teacher candidates. *LSD* test, which is a multiple comparison test, was used to determine among which grades there was a difference. Relevant data show that teacher candidates who have an income of less than 1000 TL have anxiety than those who have an income of 1000-2000 TL.

Pearson's Correlation analysis was used to identify the relationship of the Future Expectations Scale to the sub-dimensions of the Occupational Anxiety Scale. Relevant results are listed in Table 7.

Table 7 demonstrates the relationship of physical education and sports teacher candidates' future expectations to the sub-dimensions of the Occupational Anxiety Scale. Accordingly, several relationships have been identified for teacher candidates' future expectations: a weak positive relationship with the "Task-Oriented" sub-dimension ($r = 0.16$; $p < 0.01$); a weak

positive relationship with the "Student/Communication-Oriented Anxiety" sub-dimension ($r = 0.23$; $p < 0.01$); and a weak positive relationship with the "Assignment-Oriented Anxiety" sub-dimension ($r = 0.19$; $p < 0.01$). It can be said that levels of "Task-Oriented Anxiety", "Student/Communication-Oriented Anxiety", and "Assignment-Oriented Anxiety" will increase as physical education and sports teacher candidates' future expectations increase. However, no significant relationship could be found between physical education and sports teacher candidates' future expectations and the following sub-dimensions of the Occupational Anxiety Scale: "Socio-Economic Anxiety" ($r = 0.04$; $p > 0.05$), "Colleague and Parent-Oriented Anxiety" ($r = 0.08$; $p > 0.05$), "Personal Growth-Oriented Anxiety" ($r = 0.06$; $p > 0.05$), "Adaptation-Oriented Anxiety" ($r = 0.03$; $p > 0.05$), and "School Management-Oriented Anxiety" ($r = 0.08$; $p > 0.05$).

Lastly, *Pearson's Correlation* analysis was used to identify the relationship of future expectation scores to overall scores of the Occupational Anxiety Scale. Relevant results are listed in Table 8.

In Table 8, *Pearson's Correlation* analysis was conducted to determine whether there was a significant relationship between physical education and sports teacher candidates' future expectations and occupational anxiety overall scores. As a result of the analysis, it was concluded that there was a positive and low-level relationship between teacher candidates' future expectations and occupational concerns. Accordingly, it could be said that an increase in physical education and sports teacher candidates' future expectations cause a slight increase in their occupational concerns.

Table 7. The relationship of physical education and sports teacher candidates' future expectations to the sub-dimensions of the occupational anxiety scale.

	Task-oriented anxiety	Socio-economic anxiety	Student / communication-oriented anxiety	Colleague and parent-oriented anxiety	Personal growth-oriented anxiety	Assignment-oriented anxiety	Adaptation-oriented anxiety	School management-oriented anxiety
Future expectations	0.00	0.42	0.00	0.15	0.26	0.00	0,55	0.13

Table 8. The relationship of physical education and sports teacher candidates' future expectations and their occupational concerns.

	Occupational anxiety overall score
Future expectations overall score	r 0.14
	p 0.01
	N 294

CONCLUSION AND RECOMMENDATIONS

Physical education and sports teacher candidates' future

expectations and their occupational anxiety levels were investigated. In the study, it was concluded that male teacher candidates had higher expectation levels

compared to female teacher candidates. However, in their respective studies, Gömleksiz, Kan and Biçer (2010), and Özçakmak and Köroğlu (2015) concluded that female teacher candidates had higher expectation levels in terms of the teaching profession compared to male teacher candidates. Işıkgöz (2016) stated in a study that the gender variable did not cause any difference in teacher candidates' expectations. In the study, it is observed that female teacher candidates have higher levels of adaptation-oriented anxiety. In parallel with the study, Varol et al. (2014) stated in their study that women experienced more anxiety in cases of adaptation-centered anxiety. However, Gözler, Bozgeyikli, and Avcı (2017) found in their study that male participants had significantly higher levels of adaptation-oriented anxiety compared to female participants. As a result of the research, it is observed that male teacher candidates have higher levels of school management-oriented anxiety compared to female teacher candidates.

As a result of the analysis of the grade variable, it could be seen that physical education and sports teacher candidates' occupational expectations increase as the grade level increases. Among the reasons for the increase in teacher candidates' expectations are the fact that they obtain sufficient knowledge and experience in the subject matter, that they are trained for their profession, that they believe they will perform their profession in the best way possible when they become teachers. However, Akman (1992) concluded that first-year university students' future expectations were higher compared to those of final-year students. It is known that the expectation levels of individuals change over time. According to this, it can be said that those who have just started their undergraduate training has great hopes and that their expectations decrease as they are about to graduate and to start the profession. In the study, it could be observed that anxiety level is higher in terms of the Task-Oriented Anxiety and Student/Communication-Oriented Anxiety sub-dimensions in 2nd and 4th-grade students. The reason might be the fact that there are more courses focused on the subject-matter in which they will perform their profession in 2nd and 4th-grades. Examining the level of personal growth-oriented anxiety in physical education and sports teacher candidates, it is observed that the anxiety level increases in parallel with the grade level. It can be said that teacher candidates have anxiety on assignment to their jobs and finding a job. Çelen and Bulut (2015), Bilgici and Deniz (2010), and Kurtulmuş and Ayaydın (2010) stated in their studies that students' anxiety level increased as the grade level increased in parallel with the education they were provided. However, Mergen et al. (2013) emphasized that the anxiety level of 1st-grade students was higher than that of 2nd-grade students.

No difference could be found in physical education and sports teacher candidates' future expectations in terms of the national athlete variable. It can be said that teacher candidates' expectations of profession are similar. It was

concluded that teacher candidates who were national athletes had high anxiety levels in the following sub-dimensions of the Occupational Anxiety Scale: "Socio-Economic Anxiety, "Colleague and Parent-Oriented Anxiety", "Adaptation-Oriented Anxiety", and "School Management-Oriented Anxiety". It can be said that physical education and sports teacher candidates who are national athletes have a deeper knowledge on problems faced both to become a teacher and after they have become teachers; therefore, they experience more anxiety.

As a result of the analysis of the income variable, it was concluded that physical education and sports teacher candidates' future expectations decreased as their income increased. Due to human nature, individuals' expectations of their future profession may decrease as their income increases. However, Özbek (2007), Buldur and Bursal (2015), and Işıkgöz (2016) found in their respective studies that the family income variable did not cause any change in teacher candidates' future expectations. It was observed that teacher candidates' future expectations differed across all sub-dimensions of the Occupational Anxiety Scale. There was a difference in terms of occupational anxiety between those who had an income of less than 1000 TL and those who had an income of 2000 TL. It can be said that teacher candidates' anxiety level decreases as their income level increases.

As a result of the correlation analysis, it was concluded that there was a weak and positive relationship of physical education and sports teacher candidates' future expectations to the following sub-dimensions of the Occupational Anxiety Scale: Task-Oriented Anxiety, Student/Communication-Oriented Anxiety, and Assignment-Oriented Anxiety. It can be said that an increase in physical education and sports teacher candidates' future expectations will cause a slight increase in their occupational anxiety levels and that they will experience more occupational anxiety. In parallel with the present study, Kalemoglu et al. (2014) found in their study that there was a significant relationship between occupational anxiety levels and the attitude towards the teaching profession. However, Balman and Gelibolu (2018) concluded that there was no significant relationship between teacher candidates' future expectations and their occupational anxiety levels.

- Further research should be conducted to compare future expectations and occupational anxiety levels between different subject-matter teacher candidates and physical education and sports teachers.
- Research should be conducted considering the development level of universities where physical education and sports teachers are trained.

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