

Professional Anxiety Status among the Departments of Physical Education and Sports Teaching and Physical Education and Sports Education for the Disabled

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ABSTRACT

Background: This research is a study on the professional anxiety situation of prospective Physical Education Teachers in Turkey. Professional anxiety levels of Physical Education Teacher candidates studying in two departments were evaluated for different variables.

Aim: This research aims to evaluate the Professional anxiety of the Physical Education and Sports Teaching Department and Physical Education and Sports Education Department for the Disabled students who are prospective Physical Teachers in Turkey.

Methods: This research is quantitative and scanning pattern research. 340 prospective Physical Education Teachers studying at universities in Turkey were included in the study. Candidates consisted of students from the Department of Physical Education and Sports Education and the Department of Physical Education and Sports Education for the Disabled. The "Occupational Anxiety Scale for Prospective Teachers" prepared by Cabı and Yalçınalp (2013) was applied to the candidates. The data obtained after the scale applied were analyzed with SPSS IBM SPSS 22.0 Pockate Program.

Results: According to the results obtained, the anxiety level of the Physical Education Teacher in the Department of Physical Education and Sports Education for the Disabled is generally higher. In addition, according to the variables of department, grade, and gender, the differences between the two departments were found to be significant in some sub-dimensions.

Conclusion: It has been observed that there may be some reasons for the higher occupational anxiety scores of the students of the Physical Education and Sports Education Department for the Disabled, which is a department that has just graduated in Turkey, compared to the other department. It has been observed that the candidates who have anxiety about teaching in different sub-dimensions generally have anxiety about employment.

Keywords: Professional Anxiety, Physical Education, Teacher Candidates, Disabled

INTRODUCTION

In the psychological sciences, anxiety refers to a predominant psychological state of anxiety, irritability, or restlessness in relation to fear or dread¹. If it is thought that there are people who can experience the feeling of anxiety in every society and in every field, the professional anxiety status of the Physical Education Teacher candidates in this study is also the main problem of the study. The main idea in the research was that the students of Physical Education and Sports Teaching (PEST) and Physical Education and Sports Education for the Disabled (PESED) in this study were working as Physical Education Teachers in various schools in Turkey after their undergraduate education. In this sense, the professional anxiety of physical education teacher candidates who graduated from two departments, whose basic disciplines are similar but where the education received differs, are discussed as the main problem in this study.

Teacher candidates can become teachers after the theoretical and practical training they receive during the university period. In addition, these candidates receive pedagogical training on how to approach students. However, it is thought that these candidates may have some problems with the emotional processes they experience until they become teachers². In our country, it has been observed that different anxiety states have emerged in the researches carried out to determine various problems of university students³.

Anxiety is generally known as an emotional state that affects in different ways^{4,5}. As in every professional group, there are various emotional states in the teaching profession, and anxiety is one of these emotions. It can be said that anxiety is a feeling that can be seen especially in the years when teachers start their profession and can change as they gain experience⁶.

It can be thought that one of the reasons for the variety of anxiety levels of teacher candidates is related to the programs they study⁷. Fuller identifies three groups of teaching profession anxiety: self-centered anxiety, work-centered anxiety, and student-centered anxiety. Teacher candidates are at the center of self-centered anxiety, questioning whether teaching is a suitable profession for them⁸. Study-centered anxiety represents teacher

candidates' anxiety about whether they can successfully continue the educational process. Student-centered anxiety refers to teacher candidates' concerns about whether they can plan a permanent teaching activity according to students' needs^{9,10}. These anxiety states can also be considered emotional states experienced by physical education teacher candidates.

In Turkey, teacher candidates start their professional careers by receiving training from various programs. Understanding teacher candidates' initial professional goals, motivations for choosing teaching as a career, and perceptions of teaching can assist educators and policymakers in improving teacher recruitment and quality^{11,12}.

In this context, our study aims to evaluate the professional anxiety status of Physical Education and Sports Teacher candidates studying in Turkey. Physical Education and Sports Teaching and Physical Education and Sports Education for the Disabled Departments, which are located in higher education institutions in Turkey, have been selected for physical education teacher candidates. Because although both departments have gone through similar educational processes in terms of pedagogical formation, they receive different pieces of training in field education. Despite this, the fact that both departments will teach Physical Education and Sports made us think that the anxiety levels of the candidates in these two departments might be different^{13,14}.

MATERIAL AND METHODS

In the research, scanning design was preferred among the quantitative research designs. Then, the universe and sample from which we will collect the data for our study were determined. As a data collection tool, a scale with proven reliability and validity was applied, which aims to determine the attitudes, beliefs, opinions, behaviors, expectations, and characteristics of individuals on certain issues. In addition, survey studies are a suitable method for describing some features of a very large universe. Reliable results revealing the general characteristics of the universe can be obtained, especially with an accurate probability-based sampling technique and standard survey questions¹⁵. The 340 teacher

candidates included in the study are students of the Department of Physical Education and Sports Education and the Department of Physical Education and Sports Education for the Disabled. The "Occupational Anxiety Scale for Prospective Teachers", whose reliability and validity were made by Cabı and Yalçınalp (2013), was applied to the teacher candidates participating in the research¹⁶. This scale consists of 8 sub-dimensions and these sub-dimensions evaluate the anxiety of the candidates about various issues related to the teaching profession.

Sample Group: According to 2021 data in Turkey, a total of 6229246 undergraduate students, including 3011818 males and 3217428 females, receive higher education in the state and foundation universities. The number of departments of the students who will be included in our study is; 95 Department of Coaching Education, 93 Department of Physical Education and Sports Teaching, 9 Department of Exercise and Sports Sciences, 5 Department of Physical Education and Sports Education for the Disabled, 70 Department of Recreation and 93 Department of Sports Management. Among the 58.400 Sports Science Students who will form the universe of our study, students of PEST and PESED are actively studying at the state and foundation universities in Turkey¹⁷. For the power analysis of the research to be done, the effect size for the point biserial correlation values was determined as 0.30, $\alpha=0.05$, and $\beta=0.80$.

As a result of the analysis, the minimum number of samples for both groups was determined as 64 and 128 in total. Various formulas are used to determine the sample. In our study, existing tables were used to determine the minimum sample size to represent the universe. In this context, in our study, where we determined the reliability level as 0.10, the minimum number of samples to represent the population of 58400 people was determined as 161¹⁸.

For the sampling technique, the easy sampling technique, which is one of the non-probabilistic selection techniques generally used in social sciences, was used. According to this technique, data were collected from the easiest and most accessible subjects until the sample size needed for the study was reached¹⁸. To reach the sample number of 340 most easily, all the candidates in our study consisted of students studying at the Faculty of Sports Sciences of İnönü University. Ethics committee approval was obtained for the application of the questionnaire for these candidates.

Analysis of Data: The data obtained after the data collection studies were analyzed with the IBM SPSS 22.0 Pockate Program. The test of normality for the variables was performed using the Kolmogorov-Smirnov test for observations greater than 30 and the Shapiro-Wilk test for groups with less than 30 observations¹⁹. According to the results of the normality test, it was concluded that the economic and social-centered anxiety levels of the 1st, 2nd, and 3rd grades of the PES and PESED departments, as well as the school management-centered anxiety levels of the 3rd grade, were found to be normally distributed, the differences between the means of the specified groups were examined using parametric tests. However, non-parametric tests were used because it was seen that the distributions of the other groups did not fit the normal distribution.

While testing the differences between the sections, the Independent Sample t-Test was used in the groups that provided the parametric assumption, while the Mann Whitney-U test was used in the groups where the normality assumption was not met.

RESULTS

In the scale consisting of 8 sub-dimensions, it is seen that there are 218 candidates in the PEST department and 122 candidates in the PESED department. Comparison results of the two groups for all sub-dimensions according to the department, Grade and gender are shown in the tables below.

The Mann Whitney U test was conducted on a group of 240 students, consisting of 218 PEST Department students and 122 PESED Department students, to reveal whether there was a

significant difference between the variables between the two departments. According to the results; A statistically significant difference was observed between the values of the Communication-Centered Anxiety (U=15.065 p<0.05), the Assignment-Centered Anxiety (U=16.839 p<0.05), and the Adaptation-Centered Anxiety (U=16.175 p<0.05) subscales of the PEST and PESED departments. In addition, the average values of PESED department students in all sub-dimensions are higher than PEST department students.

Table 1: PEST and PESED Departments Mann Whitney U Test Results

Sub-Dimension	Group	N	X	U	P
Task-Centered Anxiety	Pest	218	1,86	14.38	,210
	Pesed	122	2,01		
Economic Social-Centered Anxiety	Pest	218	2,63	14.52	,158
	Pesed	122	2,82		
Communication-Centered Anxiety	Pest	218	1,95	15.06	,040*
	Pesed	122	2,17		
Colleague&Parent-Centered Anxiety	Pest	218	1,78	14.76	,088
	Pesed	122	1,97		
Personal Development-Centered Anxiety	Pest	218	2,04	14.29	,248
	Pesed	122	2,19		
Assignment-Centered Anxiety	Pest	218	3,15	16.83	0.000*
	Pesed	122	3,75		
Adaptation-Centered Anxiety	Pest	218	1,96	16.17	0.001*
	Pesed	122	2,29		
School Management-Centered Anxiety	Pest	218	2,34	14.79	,084
	Pesed	122	2,55		

Table 2: PEST and PESED Departments Independent Sample t-Test Results

Grade	Sub-Dimension	Group	N	X̄	t	p
1	Economic Social-Centered Anxiety	Pest	66	2,47	-1,289	,200
		Pesed	54	2,73		
2	Economic Social-Centered Anxiety	Pest	47	2,59	-2,103	,039*
		Pesed	24	3,20		
3	Economic Social-Centered Anxiety	Pest	35	2,77	-1,198	,236
		Pesed	19	3,20		
3	School Management-Centered Anxiety	Pest	35	2,40	-1,120	,268
		Pesed	19	2,71		

In Table 2, it was analyzed whether different grades in the PEST and PESED departments had a significant effect on the sub-dimensions. Accordingly, there were differences between the 1st, 2nd and 3rd grades of the two departments in the Economic Social Centered Anxiety sub-dimension. There was no significant difference in the Economic-Social Centered Anxiety sub-dimension of the 1st-grade students of PEST and PESED results of the Independent Sample t-test [$t_{(118)}=-1,289$, p<0,05]. A significant difference was observed in the Economic-Social Centered Anxiety sub-dimension of the 2nd-grade students of PEST and PESED [$t_{(69)}=-2,103$, p<0,05]. There was no significant difference in the Economic-Social Centered Anxiety sub-dimension of the 3rd-grade students of PEST and PESED departments [$t_{(52)}=-1,198$, p<0,05]. Finally, there was no significant difference in the School Management-Centered Anxiety sub-dimension of the 3rd-grade students of PEST and PESED [$t_{(52)}=-1,120$, p<0,05]. In addition, when the averages in the analysis are examined, the values of the PESED department are higher than the PEST department.

In Table 3, the Mann Whitney U test was conducted to reveal whether there is a significant difference between the variables between the two departments in a group of 120 people consisting of 66 PEST Department first grade students and 54 PESED Department first grade students. According to the results; A statistically significant difference was observed between the values of Assignment-Centered Anxiety (U=1282, p<0.05) and Adaptation-Centered Anxiety (U=1278 p<0.05) sub-dimensions among first-grade students of PEST and PESED departments. In addition, mean values in all sub-dimensions are higher for first-grade students of the PESED department.

Table 3: Mann Whitney U test Results between the 1st Grades of the Departments

Grade	Sub-Dimension	Group	N	\bar{X}	U	p
1	Task-Centered Anxiety	Pest	66	1,78	1696,0	,650
		Pesed	54	1,89		
	Communication-Centered Anxiety	Pest	66	1,84	1483,5	,111
		Pesed	54	2,12		
	Colleague&Parent-Centered Anxiety	Pest	66	1,70	1598,5	,325
		Pesed	54	1,92		
	Personal Development-Centered Anxiety	Pest	66	1,89	1621,0	,388
		Pesed	54	2,16		
	Assignment-Centered Anxiety	Pest	66	3,01	1282,0	,008*
		Pesed	54	3,65		
	Adapdation-Centered Anxiety	Pest	66	1,87	1278,0	,007*
		Pesed	54	2,38		
	School Management-Centered Anxiety	Pest	66	2,24	1450,0	,078
		Pesed	54	2,62		

Table 4: Mann Whitney U test Results between the 2nd-Grades of the Departments

Grade	Sub-Dimension	Group	N	\bar{X}	U	p
2	Task-Centered Anxiety	Pest	47	1,86	475,5	,281
		Pesed	24	2,15		
	Communication-Centered Anxiety	Pest	47	1,93	499,0	,423
		Pesed	24	2,15		
	Colleague&Parent-Centered Anxiety	Pest	47	1,79	477,5	,285
		Pesed	24	2,14		
	Personal Development-Centered Anxiety	Pest	47	2,04	525,0	,631
		Pesed	24	2,23		
	Assignment-Centered Anxiety	Pest	47	3,16	417,5	,072
		Pesed	24	3,77		
	Adapdation-Centered Anxiety	Pest	47	2,04	448,5	,156
		Pesed	24	2,37		
	School Management-Centered Anxiety	Pest	47	2,32	466,5	,232
		Pesed	24	2,65		

In Table 4, the Mann Whitney U test was conducted to reveal whether there is a significant difference between the variables between the two departments in a group of 71 students consisting of 47 PEST Department and 27 PESED Department 2nd grade students. According to the results; There was no statistically significant difference between the values in any of the sub-dimensions for the 2nd-grade students of the PEST and PESED departments. However, mean values in all sub-dimensions are higher for PESED department 2nd-grade students.

Table 5: Mann Whitney U test Results between the 3rd Grades of the Departments

Grade	Sub-dimension	Group	N	\bar{X}	U	P
3	Task centered anxiety	Pest	35	1,89	861,0	,066
		Pesed	19	2,35		
	Communication-centered anxiety	Pest	35	2,06	841,0	,027*
		Pesed	19	2,66		
	Colleague&parent-centered anxiety	Pest	35	1,92	934,0	,603
		Pesed	19	2,05		
	Personal development-centered anxiety	Pest	35	2,03	813,5	,007*
		Pesed	19	2,72		
	Assignment-centered anxiety	Pest	35	3,31	843,0	,029*
		Pesed	19	4,05		
	Adapdation-centered anxiety	Pest	35	1,99	835,0	,019*
		Pesed	19	2,47		

In Table 5, the Mann Whitney U test was conducted in a group of 54 students consisting of 39 PEST Department and 19 PESED Department 3rd grade students to reveal whether there is a significant difference between the variables between the two departments. According to the results; Among the 3rd-grade students of PEST and PESED departments, the values in the sub-

dimensions of Communication-Centered Anxiety (U=841, p<0.05), Assignment-Centered Anxiety (U=843, p<0.05) and Adaptation-Centered Anxiety (U=835 p<0.05) a statistically significant difference was observed. In addition, mean values in all sub-dimensions are higher for 3rd-grade students in the PESED department.

Table 6: Mann Whitney U test Results between the 4th Grades of the Departments

Class	Sub-Dimension	Group	N	\bar{X}	U	p
4	Task-Centered Anxiety	Pest	70	1,93	855,5	,869
		Pesed	25	1,89		
	Economic Social-Centered Anxiety	Pest	70	2,75	727,5	,212
		Pesed	25	2,38		
	Communication-Centered Anxiety	Pest	70	2,02	844,0	,792
		Pesed	25	1,93		
	Colleague&Parent-Centered Anxiety	Pest	70	1,78	747,0	,274
		Pesed	25	1,84		
	Personal Development-Centered Anxiety	Pest	70	2,17	773,0	,384
		Pesed	25	1,80		
	Assignment-Centered Anxiety	Pest	70	3,20	659,0	,066
		Pesed	25	3,73		
	Adapdation-Centered Anxiety	Pest	70	1,96	855,5	,867
		Pesed	25	1,90		
School Management-Centered Anxiety	Pest	70	2,43	758,0	,319	
	Pesed	25	2,18			

In Table 6, the Mann Whitney U test was conducted in a group of 95 students consisting of 70 PEST Department and 25 PESED Department 4th-grade students to reveal whether there is a significant difference between the variables between the two departments. According to the results; there was no statistically significant difference between the values in any of the sub-dimensions for the 4th-grade students of the PEST and PESED departments. Contrary to what is seen in the 1st, 2nd and 3rd grades, the mean values in the other sub-dimensions are higher for the 4th-grade students of the PEST department, except for the Colleague-Parent-Centered Anxiety and the Assignment-Centered Anxiety sub-dimension.

Table 7: Mann Whitney U Test Results Among Male Students in Departments

Gender	Sub-Dimension	Grup	N	\bar{X}	U	p
Male	Task-Centered Anxiety	Pest	131	1,80	3773,5	,427
		Pesed	62	1,87		
	Economic Social-Centered Anxiety	Pest	131	2,54	3562,0	,168
		Pesed	62	2,81		
	Communication-Centered Anxiety	Pest	131	1,82	3421,0	,075
		Pesed	62	2,08		
	Colleague&Parent-Centered Anxiety	Pest	131	1,67	3710,0	,324
		Pesed	62	1,81		
	Personal Development-Centered Anxiety	Pest	131	1,86	3548,5	,151
		Pesed	62	2,13		
	Assignment-Centered Anxiety	Pest	131	2,92	2832,0	,001*
		Pesed	62	3,60		
	Adapdation-Centered Anxiety	Pest	131	1,88	3006,5	,003*
		Pesed	62	2,30		
School Management-Centered Anxiety	Pest	131	2,21	3669,0	,276	
	Pesed	62	2,37			

In Table 7, the Mann Whitney U test was conducted in a group of 193 people consisting of 131 PEST Department male students and 62 PESED Department male students to reveal whether there is a significant difference between the variables between the two departments. According to the results; A statistically significant difference was observed between the values of Assignment-Centered Anxiety (U=2832, p<0.05) and Adaptation-Centered Anxiety (U=3006.5, p<0.05) among male students of PEST and PESED departments. Also, mean values for all sub-dimensions are higher for Male students in the PESED

department.

Table 8: Mann Whitney U Test Results Among Female Students in Departments

Gender	Sub-dimension	Group	N	\bar{X}	U	P
Female	Task-centered anxiety	Pest	87	1,95	2395,5	,397
		Pesed	60	2,17		
	Economic social-centered anxiety	Pest	87	2,77	2523,5	,733
		Pesed	60	2,83		
	Communication-centered anxiety	Pest	87	2,15	2397,5	,398
		Pesed	60	2,26		
	Colleague&parent-centered anxiety	Pest	87	1,95	2355,0	,311
		Pesed	60	2,13		
	Personal development-centered anxiety	Pest	87	2,31	2553,5	,822
		Pesed	60	2,24		
	Assignment-centered anxiety	Pest	87	3,50	2156,0	,070
		Pesed	60	3,91		
	Adaptation-centered anxiety	Pest	87	2,08	2219,0	,119
		Pesed	60	2,29		
	School management-centered anxiety	Pest	87	2,54	2354,5	,311
		Pesed	60	2,74		

In Table 8, the Mann Whitney U test was conducted in a group of 147 people consisting of 87 PEST Department female students and 60 PESED Department female students to reveal whether there is a significant difference between the variables between the two departments. According to the results; no statistically significant difference was observed between the female students of the PEST and PESED departments in any of the dimensions. However, the mean values in all sub-dimensions, except for the Personal Development-Centered Anxiety sub-dimension, are higher for female students of the PESED department.

DISCUSSION

In this research, various evaluations were made to examine the professional anxiety of PEST and PESED department students in Turkey. The analyzes made in terms of the departments, grades, and genders of the students, especially in these two departments where teacher candidates study, revealed similar results. In fact, when the professional anxiety averages of both departments were compared in the analyzes made, high values were observed for the PESED department in all sub-dimensions. At the same time, the mean differences in these sub-dimensions were found to be statistically significant in the Communication-Centered Anxiety, Appointment-Centered Anxiety, and Adaptation-Centered Anxiety sub-dimensions.

After the normality test, the Independent Sample t-test and Mann Whitney U tests were analyzed for comparisons according to grades. According to the Independent Sample t-test results, as seen in Table 2, the PESED section averages in all sub-dimensions are higher. However, there was a significant difference in the Economic-Social Centered Anxiety sub-dimension for only 2nd-grade students in these sub-dimensions. According to the Mann Whitney U Test results for Grades 1, 2 and 3, mean values for all sub-dimensions are higher for PESED department students. Among these differences, a statistically significant difference was observed between the values in the Assignment-Centered Anxiety and Adaptation-Centered Anxiety sub-dimensions for 1st-Graders. A statistically significant difference was observed between the values of the Communication-Centered Anxiety, Assignment-Centered Anxiety, and Adaptation-Centered Anxiety for 3rd-Graders. Finally, the average values for PESED department students are higher in all sub-dimensions except for Colleague-Parent-Centered Anxiety and Assignment-Centered Anxiety in 4th-Graders. However, there is no statistically significant difference between these values.

According to the results of Mann Whitney U Test for gender; and PESED departments' male and female students' values in all

sub-dimensions were higher than PEST department students. In addition, a statistically significant difference was observed between the values of the Assignment-Centered Anxiety and Adaptation-Centered Anxiety sub-dimensions among men. There was no significant difference in any any-dimension among women. In some studies conducted for Physical Education Teachers, it has been observed that men have higher anxiety scores than women^{20, 21, 22}.

Considering that teacher candidates' occupational anxieties differ according to their fields of education²³, it can be said that different values have some meanings for the two sections in this study. It is known that the training programs are important in terms of the anxiety of teacher candidates²⁴. In this study, it was observed that the anxiety levels were high between the two departments, especially for the PESED department, which suggests that both programs are related to the assignment criteria and education process. So much so that in order to reduce the professional anxiety levels of physical education teacher candidates, it is recommended to take the necessary measures to solve the anxiety problems and increase academic success²⁵. At the same time, it is known that disabled people have different emotional perspectives and different habits related to physical education. This may cause teacher candidates in the field of physical education specific to the disabled to be more anxious.

CONCLUSION

As seen in the results of the research, the anxiety values of the PESED section in many sub-dimensions were higher than the PEST section. In this respect, the solution of the problems of the PESED department students regarding their anxiety status related to their assignment and personal development can have a positive effect on the anxiety status of the teacher candidates. In addition, it is thought that the academic self-efficacy of the physical education teacher candidates is negatively affected due to the high level of employment anxiety. In this respect, measures should be taken to eliminate various anxiety situations, especially employment problems of teacher candidates. These measures can enable candidates who will become teachers to create a more qualified educational environment.

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