

Comparison Of The Physical Education and Sports Teacher Candidates' Professional Anxieties With Other Teacher Candidates

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Abstract

This research was conducted in order to examine the professional anxieties of teacher candidates who are studying in Physical Education and Sports, Music, Class, Turkish and Art Teacher Education. In the research 300 candidate teachers were determined by stratified sampling method and the Professional anxieties scale which was developed by Cabı and Yalçınalp (2013), was applied to these 300 candidate teachers with face to face interview method. The scale consists of 8 sub dimensions and 45 items. The cronbach alpha reliability coefficient of the scale was .94 for this study. In the evaluation of the data the significance level was taken as .05. According to findings; The total anxiety scores of the teacher candidates and the assignment anxiety subscale scores were compared according to their ages and the difference between them was statistically significant ($p < 0.05$). When the total professional anxiety scores of the teacher candidates were compared according to gender, a significant difference was found ($p < 0.05$). When the personal developmental centered anxiety subscale total scores of the teacher candidates were compared according to department of education, a meaningful difference was found between Physical Education and Sports teaching and Turkish Education teaching departments ($p < 0.05$). As a result, the economic centered anxieties and appointment anxieties of Physical Education and Sports teacher candidates were different from the other candidates.

Keywords: Physical Education, Professional anxieties, Teacher candidate

1. Introduction

Teachers have a huge responsibility in keeping the nations' existences going on and certainly they are the indispensable units of the education system. In order to improve the education as a whole, it is precious to train the teachers and later give chance to improve themselves. Goodson and Hangraves [17], have identified the teaching profession as one of the most elementary professions which loads the responsibility of training the human power that the information society requires. As a result, the undergraduate period that the teaching professional is trained to acquire the main needs of this profession gains high importance.

In order for qualified teacher candidates to be trained, determining the factors that affect them in the negative and finding solutions to these factors will make the students who are able to educate teacher candidates well and influence them even when they start their profession. When the studies in this field are examined, it seems that one of the main factors affect the teaching profession negatively is anxiety [20; 16; 3; 14; 15; 18]. Anxiety is defined as the 'sorrow, thought causing worry, grief' 'discontent felt by the individuals and social clusters towards the possibility of any strong wishes and motives not being able to be realized', 'unsettling emotion that appears in the situation that a strong wish or drive seems not possibly get to its aim. '[28]. In other words, anxiety is one of the main sorrow reasons for the human and it stems from indefinites of the future [9]. Temiz [29], defined the anxiety as a situation of fear and mostly reason of which is unknown.

Nowadays, the importance of training and number of qualified people of the country are grown as much undeniable. However this situation has become a big economical load at high level for the developing countries as well as our country since of the educated qualified people is quite costly. For this reason, a partial employment for the most qualified ones among those people became possible with some kind of exams when the economic situation of the state was taken in to consideration. At first years of the student life TEOG, YGS, LYS, and then KPSS exams make pressure to students highly both financially and spiritually. According to Tümkaya, Aybek and Çelik [30]; the anxiety of not being successful in KPSS for the teacher candidates appears as a big problem and challenge for them. At the end of this lorry process, in order to be a teacher, students and families spending time effort and money suffer from this. The studies reveal that the anxiety of the teacher candidates increases as the university education goes to words the end [7]. However according to Akgün and Özgür [1], changes in the education system and the negative results due to these changes may result in professional anxiety on the teacher candidates.

Teacher candidates in their university period, takes formation courses about how to interact, how to transfer their knowledge, saving and experience to the student as well as the theoretic and practical courses related to their subject matter. From this point of view it is thought that the anxiety related to how to perform the profession, in other words to question the Professional anxiety which is one of the feelings related to the profession during the university education is important. In literature, there are studies related to professional anxiety levels of the physical education teacher candidates but the studies comparing the professional anxiety levels of the physical education and sports teacher candidates with those of other subject matters are quite few [7; 13; 2; 21; 31; 32; 1; 11; 12; 26].

The aim of this study, is to compare the professional anxieties of the teacher candidates studying P.E & Sports., Music, Primary, Turkish and Drawing teaching on the basis of some variables.

2. Method

This study was designed according to descriptive scanning model stratified sampling method was used to detect the Professional anxieties of the teacher candidates studying at P.E, Music drawing Turkish and primary school teaching departments [6].

2.1. Research Group:

In this study according to stratified sampling method in 2016/2017 education teaching year 300 teacher candidates studying at P.E. and sport high school P.E. & Sports teaching department, education faculty music, drawing , Turkish and primary school teaching (15 students from each class, 60 students from each department, 5 departments in total) were included in to the study.

Table 1. Distribution of the research group by department and class level.

| Departments | Classes | | | | Total |
|--|-----------|-----------|-----------|-----------|------------|
| | 1st Class | 2nd Class | 3rd Class | 4th Class | |
| | f | f | f | f | |
| Music Teaching | 15 | 15 | 15 | 15 | 60 |
| Classroom Teaching | 15 | 15 | 15 | 15 | 60 |
| Turkish Teaching | 15 | 15 | 15 | 15 | 60 |
| Art Teaching | 15 | 15 | 15 | 15 | 60 |
| Physical Education and Sports Teaching | 15 | 15 | 15 | 15 | 60 |
| Total | 75 | 75 | 75 | 75 | 300 |

Table 1 shows the distribution of the research group by department and class level.

Table 2. Distribution of the research group by the gender, age and economic level.

| | | n | % |
|-----------------------|----------------------|-----|------|
| Gender | Woman | 204 | 68 |
| | Man | 96 | 32 |
| Age | 18-22 Age | 249 | 83 |
| | 23-27 Age | 51 | 17 |
| Economic Level | Between 1500-3000 TL | 245 | 81.7 |
| | Between 3001-5000 TL | 39 | 13.0 |
| | 5001 TL and over | 16 | 5.30 |

Table 2 shows the distribution of the research group according to gender, age and economic level.

2.2. Collecting the Data and Data Collection Tools

Professional anxiety scale (MKÖ) used in study was developed by Cabi and Yalçınalp (2013) and applied on the participants on the basis of volunteering after giving sufficient information scale used consist of 8 sub-factor (financial, student, sponsor, duty, personal, appointment, coherence and management oriented anxiety cronbach alpha reliability coefficients of the eight sub branches varies from 0,94 and 0,67. The lowest score to be taken from the scale is 45 and the highest is 225 and the high scores Show that the students of these have lesser Professional anxiety then then the others [8].

2.3. Analysis of Data

The obtained data in the study were loaded into the SPSS (ver. 22.0) program and since the parametric test assumptions were fulfilled (Kolmogorov-Smirnov), in the analysis of the data, with the descriptive statistics, in the independent groups the difference between the two means significance test (t-test), one way variance analysis (ANOVA) and Tukey test was used. Significance level was determined as 0.05 in statistical calculations.

3. Findings

The statistical findings obtained by data collection tool are presented according to the teacher candidates' departmental variables in this part.

Table 3. Comparing the means of total vocational anxiety and subscale anxiety points according to departmental variables.

| Anxiety | Department | N | X | Ss | Min | Max | Result |
|-------------------------------------|----------------------|----|--------|-------|--------|--------|-------------------------------|
| Total Professional Anxiety | Music Teacher | 60 | 174,40 | 27,89 | 117,00 | 221,00 | F=3,06 P=0,017* (5-4) |
| | Classroom Teacher | 60 | 165,73 | 34,71 | 73,00 | 225,00 | |
| | Turkish Teacher | 60 | 165,88 | 31,74 | 72,00 | 219,00 | |
| | Art Teacher | 60 | 161,90 | 33,39 | 86,00 | 217,00 | |
| | P.E.& Sports Teacher | 60 | 180,58 | 39,56 | 59,00 | 262,00 | |
| Economic-centered Anxiety | Music Teacher | 60 | 25,03 | 6,24 | 11,00 | 35,00 | F=3,50 P=0,008* (5-4) |
| | Classroom Teacher | 60 | 25,20 | 7,63 | 7,00 | 35,00 | |
| | Turkish Teacher | 60 | 24,43 | 5,76 | 9,00 | 35,00 | |
| | Art Teacher | 60 | 23,20 | 6,86 | 10,00 | 35,00 | |
| | P.E.& Sports Teacher | 60 | 27,58 | 6,44 | 7,00 | 35,00 | |
| Student-centered Anxiety | Music Teacher | 60 | 24,80 | 4,36 | 15,00 | 30,00 | F=2,66 P=0,033* (1-2) |
| | Classroom Teacher | 60 | 21,81 | 6,22 | 10,00 | 30,00 | |
| | Turkish Teacher | 60 | 22,18 | 6,92 | 6,00 | 30,00 | |
| | Art Teacher | 60 | 22,78 | 5,53 | 11,00 | 30,00 | |
| | P.E.& Sports Teacher | 60 | 23,96 | 6,24 | 6,00 | 30,00 | |
| Personal-centered Anxiety | Music Teacher | 60 | 16,46 | 3,25 | 7,00 | 20,00 | F=3,43 P=0,009* (5-3) |
| | Classroom Teacher | 60 | 15,03 | 4,96 | 4,00 | 20,00 | |
| | Turkish Teacher | 60 | 14,46 | 4,80 | 4,00 | 20,00 | |
| | Art Teacher | 60 | 14,71 | 4,56 | 4,00 | 20,00 | |
| | P.E.& Sports Teacher | 60 | 16,76 | 4,20 | 4,00 | 20,00 | |
| Appointment-centered Anxiety | Music Teacher | 60 | 7,51 | 3,09 | 3,00 | 15,00 | F=3,07 P=0,010* (5-2-1) |
| | Classroom Teacher | 60 | 7,60 | 3,73 | 3,00 | 15,00 | |
| | Turkish Teacher | 60 | 8,16 | 3,15 | 3,00 | 15,00 | |
| | Art Teacher | 60 | 8,20 | 3,55 | 3,00 | 15,00 | |
| | P.E.& Sports Teacher | 60 | 9,58 | 3,76 | 3,00 | 15,00 | |
| Management-centered Anxiety | Music Teacher | 60 | 11,33 | 2,67 | 3,00 | 15,00 | F=3,59 P=0,007* (5-4) |
| | Classroom Teacher | 60 | 10,88 | 3,12 | 3,00 | 15,00 | |
| | Turkish Teacher | 60 | 11,13 | 2,77 | 3,00 | 15,00 | |
| | Art Teacher | 60 | 10,23 | 3,18 | 3,00 | 15,00 | |
| | P.E.& Sports Teacher | 60 | 12,50 | 4,75 | 3,00 | 41,00 | |
| Parent-centered Anxiety | Music Teacher | 60 | 20,78 | 3,97 | 10,00 | 25,00 | F=1,75 P=0,139 |
| | Classroom Teacher | 60 | 20,23 | 4,22 | 5,00 | 25,00 | |
| | Turkish Teacher | 60 | 20,26 | 4,55 | 8,00 | 25,00 | |
| | Art Teacher | 60 | 18,61 | 4,89 | 9,00 | 25,00 | |
| | P.E.& Sports Teacher | 60 | 20,96 | 8,29 | 7,00 | 72,00 | |
| Mission-centered Anxiety | Music Teacher | 60 | 57,61 | 10,37 | 31,00 | 70,00 | F=1,41 P=0,230 |
| | Classroom Teacher | 60 | 54,20 | 13,30 | 19,00 | 94,00 | |
| | Turkish Teacher | 60 | 54,10 | 12,36 | 16,00 | 70,00 | |
| | Art Teacher | 60 | 53,58 | 12,31 | 25,00 | 70,00 | |
| | P.E.& Sports Teacher | 60 | 57,28 | 14,16 | 15,00 | 85,00 | |
| Adaptive-centered Anxiety | Music Teacher | 60 | 10,85 | 3,16 | 4,00 | 15,00 | F=1,56 P=0,182 |
| | Classroom Teacher | 60 | 10,76 | 3,54 | 3,00 | 15,00 | |
| | Turkish Teacher | 60 | 11,13 | 3,41 | 3,00 | 15,00 | |
| | Art Teacher | 60 | 10,56 | 3,27 | 3,00 | 15,00 | |
| | P.E.& Sports Teacher | 60 | 11,93 | 3,10 | 3,00 | 15,00 | |

* p<0,05 Significant

When table 3 is examined, and the total professional anxiety scores are compared the difference among the departments are founds significant (p<0.05). When the scores related to the departments are compared in pairs the difference between Art and P.E & Sports teaching departments are found significant while the difference among the other departments are insignificant. The anxiety scores of P.E & Sports teaching department teacher candidates are found to be low (p<0.05).

When the economic-centered anxiety scores of departments are compared in pairs the difference between the Art and P.E & Sports teaching departments are found significant. The anxiety scores of P.E. & Sports teaching department teacher candidates are found low (p<0.05).

When the departments are compared in pairs in terms of student-centered anxiety the difference between Classroom and Music teaching is found significant ($p < 0.05$).

When compared with two-part sections due to personal-centered anxiety, a meaningful difference was found between P.E. & Sports and Turkish teacher education, according to this table, teachers' anxiety scores of P.E. & Sports teacher section were low ($p < 0.05$).

When compared the two groups' anxiety centered on appointment of departments, there was a significant difference between P.E. & Sports and Classroom teaching and also P.E. & Sports and Music teaching, the anxiety scores of the teacher candidates of the department of P.E. & Sports teaching were lower than those of the two divisions ($p < 0.05$).

In terms of management based anxiety, when the sections were compared, the difference between the departments of Art and P.E. & Sports teaching was found significant ($p < 0.05$). The anxiety scores of the teacher candidates of P.E. & Sports teaching department were low.

In terms of parent-centered, mission-centered and adaptive-centered anxiety, when the departments were compared there were not found any significant differences ($p > 0.05$).

Table 4. Comparison of vocational anxiety sub-dimension and total point averages according to age variable of prospective teachers.

| Subscales | Age | N | X | Ss | Min | Max | Result |
|-------------------------------------|------------------|-----|--------|-------|-------|--------|----------|
| Total Professional Anxiety | 18-22 age | 249 | 168,56 | 33,19 | 72,00 | 225,00 | t=1,27 |
| | 23-27 age | 51 | 175,23 | 38,31 | 59,00 | 262,00 | P=0,204 |
| Economic-centered Anxiety | 18-22 age | 249 | 25,13 | 6,61 | 7,00 | 35,00 | t=0,24 |
| | 23-27 age | 51 | 24,88 | 7,36 | 7,00 | 35,00 | P=0,809 |
| Student-centered Anxiety | 18-22 age | 249 | 22,93 | 5,94 | 6,00 | 30,00 | t=1,14 |
| | 23-27 age | 51 | 23,98 | 6,15 | 6,00 | 30,00 | P=0,255 |
| Personal-centered Anxiety | 18-22 age | 249 | 15,32 | 4,55 | 4,00 | 20,00 | t=1,37 |
| | 23-27 age | 51 | 16,27 | 4,01 | 4,00 | 20,00 | P=0,169 |
| Appointment-centered Anxiety | 18-22 age | 249 | 8,00 | 3,49 | 3,00 | 15,00 | t=2,84 |
| | 23-27 age | 51 | 9,23 | 3,57 | 3,00 | 15,00 | P=0,023* |
| Management-centered Anxiety | 18-22 age | 249 | 11,03 | 3,09 | 3,00 | 15,00 | t=2,06 |
| | 23-27 age | 51 | 12,11 | 4,74 | 6,00 | 41,00 | P=0,040* |
| Parent-centered Anxiety | 18-22 age | 249 | 19,97 | 4,52 | 5,00 | 25,00 | t=1,36 |
| | 23-27 age | 51 | 21,11 | 8,66 | 10,00 | 72,00 | P=0,175 |
| Mission-centered Anxiety | 18-22 age | 249 | 55,18 | 12,59 | 15,00 | 94,00 | t=0,53 |
| | 23-27 age | 51 | 56,21 | 12,75 | 20,00 | 70,00 | P=0,594 |
| Adaptive-centered Anxiety | 18-22 age | 249 | 10,97 | 3,30 | 3,00 | 15,00 | t=0,85 |
| | 23-27 age | 51 | 11,41 | 3,37 | 3,00 | 15,00 | P=0,394 |

* $p < 0,05$ Significant

When the occupational anxiety was compared according to age distribution, the difference between 18-22 age group and 23-27 age group was found significant in terms of appointment-centered anxiety and management-centered anxiety ($p < 0.05$). When the anxiety scores compared in terms of economic-centered, student-centered, personal-centered, parent-centered, mission-centered, adaptive-centered and total anxiety there was not found any significant difference between the age groups ($p > 0.05$).

Table 5. Comparison of vocational anxiety sub-dimension and total point averages according to gender variable of teacher candidates.

| Subscales | Gender | N | X | Ss | Min | Max | Result |
|------------------------------|--------|-----|--------|-------|-------|--------|----------|
| Total Professional Anxiety | Woman | 204 | 167,34 | 33,22 | 72,00 | 262,00 | t=1,75 |
| | Man | 96 | 174,69 | 35,67 | 59,00 | 225,00 | P=0,298 |
| Economic-centered Anxiety | Woman | 204 | 24,84 | 6,58 | 7,00 | 35,00 | t=0,92 |
| | Man | 96 | 25,61 | 7,04 | 7,00 | 35,00 | P=0,355 |
| Student-centered Anxiety | Woman | 204 | 22,83 | 5,94 | 6,00 | 30,00 | t=1,14 |
| | Man | 96 | 23,68 | 6,06 | 6,00 | 30,00 | P=0,252 |
| Personal-centered Anxiety | Woman | 204 | 15,13 | 4,59 | 4,00 | 20,00 | t=2,03 |
| | Man | 96 | 16,25 | 4,10 | 4,00 | 20,00 | P=0,043* |
| Appointment-centered Anxiety | Woman | 204 | 7,42 | 3,21 | 3,00 | 15,00 | t=5,98 |
| | Man | 96 | 9,89 | 3,60 | 3,00 | 15,00 | P=0,001* |
| Management-centered Anxiety | Woman | 204 | 10,97 | 2,96 | 3,00 | 15,00 | t=1,81 |
| | Man | 96 | 11,73 | 4,26 | 3,00 | 41,00 | P=0,071 |
| Parent-centered Anxiety | Woman | 204 | 20,18 | 5,78 | 5,00 | 72,00 | t=0,06 |
| | Man | 96 | 20,14 | 4,69 | 9,00 | 25,00 | P=0,952 |
| Mission-centered Anxiety | Woman | 204 | 55,11 | 12,60 | 15,00 | 94,00 | t=0,48 |
| | Man | 96 | 55,87 | 12,65 | 20,00 | 70,00 | P=0,626 |
| Adaptive-centered Anxiety | Woman | 204 | 10,84 | 3,18 | 3,00 | 15,00 | t=1,57 |
| | Man | 96 | 11,48 | 3,55 | 3,00 | 15,00 | P=0,116 |

* p<0,05 Significant

When the 5th table is examined, there was a significant difference between personal-centered anxiety and appointment-centered anxiety when compared to occupational anxiety by gender (p<0.05). When evaluated in terms of gender, male teachers' anxiety levels were lower than female candidates. In the other subscale dimensions of anxiety when compared by gender there were not found any significant differences (p>0.05).

Table 6. Comparison of vocational anxiety sub-dimension and total point averages according to economic level variable of teacher candidates.

| Subscales | Income | N | X | Ss | Min | Max | Result |
|------------------------------|--------------|-----|--------|-------|--------|--------|--------------------|
| Total Professional Anxiety | 1500-3000 TL | 245 | 168,55 | 33,92 | 72,00 | 262,00 | F=0,82 P=0,441 |
| | 3001-5000 TL | 39 | 175,92 | 35,93 | 59,00 | 225,00 | |
| | 5001 TL over | 16 | 172,00 | 33,32 | 113,00 | 225,00 | |
| Economic-centered Anxiety | 1500-3000 TL | 245 | 25,18 | 6,48 | 7,00 | 35,00 | F=0,47 P=0,625 |
| | 3001-5000 TL | 39 | 25,15 | 7,95 | 7,00 | 35,00 | |
| | 5001 TL over | 16 | 23,50 | 7,44 | 13,00 | 35,00 | |
| Student-centered Anxiety | 1500-3000 TL | 245 | 22,82 | 6,11 | 6,00 | 30,00 | F=1,56 P=0,210 |
| | 3001-5000 TL | 39 | 24,23 | 5,60 | 6,00 | 30,00 | |
| | 5001 TL over | 16 | 24,75 | 4,46 | 13,00 | 30,00 | |
| Personal-centered Anxiety | 1500-3000 TL | 245 | 15,48 | 4,41 | 4,00 | 20,00 | F=0,03 P=0,962 |
| | 3001-5000 TL | 39 | 15,61 | 4,96 | 4,00 | 20,00 | |
| | 5001 TL over | 16 | 15,25 | 4,34 | 8,00 | 20,00 | |
| Appointment-centered Anxiety | 1500-3000 TL | 245 | 8,02 | 3,32 | 3,00 | 15,00 | F=5,72 P=0,004* |
| | 3001-5000 TL | 39 | 8,20 | 4,13 | 3,00 | 15,00 | |
| | 5001 TL over | 16 | 11,06 | 3,99 | 3,00 | 15,00 | |
| Management-centered Anxiety | 1500-3000 TL | 245 | 11,16 | 3,49 | 3,00 | 41,00 | F=0,37 P=0,690 |
| | 3001-5000 TL | 39 | 11,64 | 3,08 | 3,00 | 15,00 | |
| | 5001 TL over | 16 | 10,93 | 3,69 | 3,00 | 15,00 | |
| Parent-centered Anxiety | 1500-3000 TL | 245 | 20,06 | 5,62 | 5,00 | 72,00 | F=0,61 P=0,541 |
| | 3001-5000 TL | 39 | 21,05 | 4,34 | 10,00 | 25,00 | |
| | 5001 TL over | 16 | 19,68 | 5,33 | 10,00 | 25,00 | |
| Mission-centered Anxiety | 1500-3000 TL | 245 | 54,75 | 12,63 | 15,00 | 85,00 | F=2,11 P=0,122 |
| | 3001-5000 TL | 39 | 59,20 | 12,35 | 20,00 | 94,00 | |
| | 5001 TL over | 16 | 55,25 | 11,71 | 35,00 | 70,00 | |
| Adaptive-centered Anxiety | 1500-3000 TL | 245 | 11,05 | 3,17 | 3,00 | 15,00 | F=0,28 P=0,734 |
| | 3001-5000 TL | 39 | 10,82 | 4,00 | 3,00 | 15,00 | |
| | 5001 TL over | 16 | 11,56 | 3,82 | 3,00 | 15,00 | |

* p<0,05 Significant

In the comparison made with respect to the economic level, the income level in the assignment centered anxiety subscale is 1500-3000 and 5001; A significant difference was found between 3001-5000 and again 5001 levels ($p < 0.05$). When the economic income increases, the level of anxiety decreases in reverse order. There were not found any statistically significant differences in economic-centered, student-centered, personal-centered, management-centered, parent-centered, mission-centered and adaptive-centered anxiety subscales ($p > 0.05$).

4. Conclusion

In the study, total professional anxiety scores were compared and it seemed that the difference between the P.E. & Sports teaching and Art teaching was significant. The teacher candidates studying at P.E. & Sports teaching department have higher score averages compared to those at Art teaching department, meaning that they have lower total professional anxiety. In contrast, in their study performed among the education faculty students, Mergen and his friends have found that the rate of students with anxiety is of high level. In his study done among the Maths teaching department students, Taşdemir has found that the students have a medium level of professional anxiety [26]. Akgün and Özdemir have found out that the professional anxiety levels of the information Technologies students are slightly below the medium level [1]. Moreover, Bozdan and Taşğın have found out that the anxiety levels of teacher candidates in general are at the medium level [5].

Again, from the economic-centered anxiety subdimensional score average point of view, it seems that the difference between the teacher candidates of P.E. & Sports and Art teaching departments is significant. When the departments are compared, from the appointment-centered anxiety subdimensional score averages point of view, the differences between the P.E. & Sports and Music teaching departments, and P.E. & Sports and Classroom teaching departments are found significant. When the management-centered anxiety subdimensional scores are examined, difference between the P.E. & Sports and Art teaching is significant whereas the difference between the P.E. & Sports and Turkish teaching is found significant when they are examined in terms of personal-centered anxiety subdimensional score averages.

In the study, there found significant differences in personal-centered anxiety and appointment-centered anxiety subdimensional score averages according to the gender variable, which is in favor of males. In accordance with this, Çubukçu and Dönmez [10], Akgün and Özgür [1], Mergen et al.[19] and Taşğın [27] in their studies have found that the professional-centered anxiety levels of female teacher candidates are higher than those of male teacher candidates. Where as Singh [25] and Özen et al.[21], have concluded that the anxiety levels of the male teacher candidates are higher than those of female teacher candidates. As a reason for the gender variable causes different findings the usage of different anxiety scales, sampling groups consisting of different financial and cultural structures and the studies performed at different departments can be shown.

In the study, according to the economical level variable, appointment-centered anxiety subdimensional score averages were compared and it was found that as the economical level increased, the appointment-centered anxiety score averages decreased. In other words, as the economical level increases, appointment-centered anxiety level decreases. High economical level and life standards that the teacher candidates feel during their undergraduate period, might be shown as the reason of their decreased level of appointment-centered anxiety level according to this study.

Studies related to the anxiety have shown that the students with the high level of economic position have lower level of anxiety levels compared to those with lower and medium economical level [22; 24]. In the field literature, any study comparing the appointment-centered anxiety subdimensional scores of different departments according to the economical level variable has not been met so far.

In this study, when the appointment-centered anxiety and management-centered anxiety subdimensional score averages according to the age variable are examined, significant differences between 18-22 and 23- 27 age periods were found. This means that as the age increases, appointment-centered and management-centered anxiety scores decreases. Together with the experience gained through the years, professional anxiety leaves its place to professional maturity and from the appointment point of view, with the increased number of examination taken experience gained can be shown as a reason for this. When the studies are examined in the literature, it is expressed that the reason of decreasing professional anxiety as the age increases is the gaining experience and as a result, the anxiety is taken under control [4; 23].

This study has similar results with those in the field literature in terms of the professional anxiety results of P.E. & Sports teaching department candidates through gender and department variables [31; 11;13; 32].

5. Result

When the results of the study are evaluated, it seems that there are differences in the Professional anxiety situations of the teacher candidates according to some variables. However, according to the result when the scores are compared in terms of 8 subdimensional, total Professional anxiety levels of P.E. & Sports teaching department teacher candidates together with the appointment, management, personal and economic-centered anxiety subdimensional scores are quite lower than the other candidates' scores studying at the other departments.

The appointment-centered anxiety scores of the teacher candidates with high financial level are low whereas the personal and appointment-centered anxiety levels of the female teacher candidates are quite high. Moreover, according to our findings, there is a linear correlation between the increasing age and appointment and personal-centered anxiety. As the age grows, anxiety levels increases.

In the studies that anxiety levels of the P.E. & Sports teaching candidates related to profession, it is found that the professional anxiety levels of teacher candidates are at a low level. The reasons for the above can be given as follows some changes in the metabolism with the exercise (increased endorphin hormone salvation, increased socialization, the ability to manage the anxiety which is gained after experiencing the win and loss at the same time), P.E. & Sports teaching candidates can transform their sportive skills into successful performances via positive energy and their abilities to control their anxiety levels.

As a result, sport substructure of the teacher candidates studying P.E. & Sports teaching, their dealing with very tough and complex sport branches helps them in keeping the emotions like excitement, anxiety, joy and anger under control and it is found out that they experience the professional anxiety with its subdimensions at low level.

6. Recommendations

- All the teacher candidates studying at the universities in different departments might be provided with PE course to keep up with anxiety.
- This study might be re-organize with a larger teacher candidate sampling group being educated at different departments.
- Anxiety preventive studies according to changing age groups can be planned during the training process.
- Teacher candidates can be informed more about anxiety and sub-dimensions.

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