

EXAMINATION OF TEACHER CANDIDATES' OCCUPATIONAL ANXIETY LEVELS AT DEPARTMENTS OF PHYSICAL EDUCATION AND SPORTS AND FINE ARTS

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Abstract

In this study, we aim to analyze the vocational anxiety level of the preservice teachers. Our study has been conducted with 44 final year undergraduate students enrolled in Firat University Faculty of Sports Science Department of Physical Education and Sports Teaching, and 28 final year undergraduate students of Firat University Faculty of Educational Sciences Department of Fine Arts. A personal information form and "Vocational Anxiety Inventory for Preservice Teachers (VAI)" that was developed by Fuller (1969) and interpreted into Turkish by Cabi ve Yalcinalp (2013) were used to gather demographic information, "gender, age and teaching branches", of the participants. The acquired data were assessed through SPSS and the significance level of the statistical data were analyzed in level of $p < 0.05$. Consequently, when evaluated by the general variables and subscales, the vocational anxiety level of preservice teachers has been found out low as it has been expected.

Key words: *Sports, Teacher, Physical Education and Sports, Fine Arts, Vocational Anxiety.*

1. INTRODUCTION

Anxiety is a state of fear of unknown origin. Believing that they may encounter an unknown danger or disaster at an time, humans drag themselves into an anxious and nervous waiting process. Anxiety is an emotional experience which results from an expectation, wish or motivation being hindered by inner and/or external reasons. These definitions support each other in terms of their common ground about anxiety; "a danger and an unpleasant mood" (25, 29).

Cuceloğlu (2004) associates the relation between anxiety and learning with the relation between motivation and success when discussing the concepts related to anxiety. If the material being learned is simple and easy, high anxiety level enables it to be learned quickly. On the other hand, if it is complicated and difficult to learn, the high anxiety level makes it hard to learn. Akgun, Gonen and Aydin (2007) claim the high anxiety level causes individuals to be stiffer, regress to much simpler behaviors, be nervous and focus extremely on pleasing others. However, a mid-level anxiety has a cautionary, protective and motivating characteristic. When well-managed, anxiety helps individuals work harder to succeed and take precautions against the negativities to be experienced. In this regard, it should be taken into consideration that experienced anxiety is to be used as a motivating and actuator stimulus that enhances positive attitudes towards profession (11, 2, 27).

Cavuşoğlu (1990) defines anxiety as a subjective fear. Anxiety is a characteristic autonomous nervous system activity that consists of breathe rate change, heart rate increase, growing pale, xerostomia, perspiration, skeletal muscle rigidity. Anxiety is a distress signal felt and perceived consciously. An intrinsic danger or threat signal is what causes anxiety. That signal may be stimulated by an extrinsic stimulus (10).

Linn (1975) asserts anxiety is an unpleasant emotional experience characterized by uneasiness, tension, fear and feeling of a possible danger; and is distinguished as a characteristic autonomous nervous system activity that consists of breathe rate change, heart rate increase, growing pale, xerostomia, perspiration, skeletal muscle rigidity (20, 18). When individuals experience anxiety, they are faced with physiological discomfort as well as mental discomfort. In that case, individuals experience several physiological and psychological reactions. Common physical reactions observed in individuals who state themselves as anxious are hoarse voice, xerostomia, shivering, tachycardia, perspiration and occasionally incontinence (3).

Concerns felt against teaching profession by preservice teachers depend on a series of personal characteristics. These are beliefs, personal teaching competence, cognition, maturity, environmental conditions and relations with the consultant (22). It is thought vocational anxiety is related with teachers' trust in their self-sufficiency. Self-sufficiency is defined as "a self-evaluation of the ability to execute what is requested" by Bandura (1986) (4, 7). Self-sufficiency belief affects choice, motivation and accordingly behaviors of individuals. For instance, individuals who have high level of sufficiency try harder even they confront with obstruct. Nonetheless, individuals with lower level of sufficiency make less endeavors and goldbrick. Stress and anxiety cause individuals to feel themselves as a person who has a low level of self-sufficiency because these individuals overestimate their duty considering it more complex (16).

One of the reasons that affect adversely the preservice teachers is Public Personnel Selection Examination. Preservice teachers constituting a considerable part of the graduate students who have completed their training and are about to begin their professional life have psychological problems because of that examination they are to pass after graduation. These problems increase depression, anxiety and despair level (26).

Dogan and Coban (2009) have ascertained students have positive attitudes, low level of anxiety and there is a negative and meaningful relation between attitudes and anxiety in their study which has aimed to specify the preservice teachers' attitude and anxiety level towards teaching profession, analyze the relation between attitudes and anxiety and determine the variables affecting attitude and anxiety levels. In this study, researchers have interpreted the positive attitudes towards teaching profession of the students as a good finding and indicated the scale they used has been developed to identify clinical anxiety symptoms rather than determining vocational concerns. Furthermore, they have suggested it will be more useful to develop and utilise scales which assess vocational concerns for future studies (13, 8).

2. RESEARCH SIGNIFICANCE

Nowadays, many significant studies have being done in order to raise qualified teachers. In this context, our study contributes to the accurate assessment of final year undergraduate students' (physical education and sports teaching and fine arts division) concerns towards teaching profession and overcoming the deficiencies in revealing vocational concerns of preservice teachers.

3. MATERIAL AND METHOD

44 students who were final year students in Department of Physical Education and Sports Teaching, Faculty of Sport Sciences at Firat University, Elazig and 28 students who were final year students in Department of Fine Arts Education, Faculty of Educational Sciences ,totally 35 females and 37 males participated in our study.

Teacher Candidates' Anxiety Scale (TCAS) that was developed by Fuller (1969) and was adapted to our culture by Emine Cabi and Serpil Yalcinalp (2013) to gather information about students and measure occupational anxiety levels and personal data form is a fivehold likert type (1: I don't worry, 5: I worry a lot) assessment instrument which consist of 45 items including sub-scales of Task-Centered Anxiety, Economic/Social Centered Anxiety, Student/Communication Centered Anxiety, Colleague/Parent Centered Anxiety, Personal Development Centered Anxiety, Assignment Centered Anxiety, School Management Centered Anxiety and Adaptation Centered Anxiety. Teacher Candidates' Anxiety Scale was firstly developed by Fuller and Parson(1974). The original form of the scale consists of statements. As peculiar to Saban and the others (2004) studies, the statements on the scale were changed into questions and Teacher Candidates' Anxiety Scale consists of three parts (self-centered anxiety, task-centered anxiety and student-centered anxiety) and 45 items. Moreover, the highest point that can be achieved on the scale is 75. Accordingly, it means how high the point that teacher candidate get from each part is, this teacher candidate's occupational anxiety pertain to that part is also at high level to that extent (8, 6, 23, 14).

SPSS ,statistical package programme, was used to analyze the findings in the study. Frequency distribution, arithmetic average, percentages, t-test and One-way ANOVA were obtained by means of SPSS and Tukey test results were used to indicate between which groups differences are at the results which are significant differences. Error level was taken as (p<0,05) in the study.

4. FINDINGS

Table-1. Distribution Values of Teacher Candidates Attending Our Study As To Variable of "Branch of Teaching Occupation"

Department	N	%
Physical Education	44	61,1
Fine Arts	28	38,9
Total	72	100,0

When the percentage distribution values of teacher candidates attending our study were examined in terms of "branch of teaching occupation", it was stated that there were 44 teacher candidates by 61.1% participation in Physical Education and Sports field and there were 28 teacher candidates by 38.9% participation in Fine Arts field.

Table-2. T-test Statistical Distribution Values of Occupational Anxiety Scale For Teacher Candidates In Respect of Gender Variable

(TCAS)	Gender	N	\bar{X}	Ss	t	p
Task Centered Anxiety	Male	35	36,42	9,36	0,36	0,72
	Female	37	35,70	7,69		
Economic/Social	Male	35	17,71	4,05	-1,04	0,29

Centered Anxiety	Female	37	18,72	4,16		
Student/Communication	Male	35	16,54	4,92	0,59	0,55
Centered Anxiety	Female	37	15,86	4,73		
Colleague/Parent	Male	35	12,88	4,71	-1,03	0,30
Centered Anxiety	Female	37	13,89	3,47		
Personal Development	Male	35	10,05	3,04	-0,65	0,51
Centered Anxiety	Female	37	10,51	2,86		
Assignment	Male	35	8,14	2,75	-0,14	0,88
Centered Anxiety	Female	37	8,24	3,17		
School Management	Male	35	8,68	6,31	1,07	0,28
Centered Anxiety	Female	37	7,51	2,06		
Adaptation	Male	35	7,94	2,28	0,10	0,91
Centered Anxiety	Female	37	7,89	1,89		

In Table 2, when the analysis results with regard to the points of occupational anxiety scale as to variable of teacher candidates' gender, it was stated that there was not significant differentiation in terms of gender variable from sub-scales of the factors ($p < 0.05$).

Table-3. N, Ss and Analysis of Variance Statistical Distribution Values of Occupational Anxiety Scales' Points for Teacher Candidates As To Age Variable

(TCAS)	Age	N	\bar{X}	Ss	t	p
Task	21-23 years	25	34,80	7,88	0,41	0,66
Centered Anxiety	24-26 years	30	36,83	8,74		
	27 years and over	17	36,52	9,17		
	Total	72	36,05	8,49		
Economic/Social	21-23 years	25	18,16	3,79	0,12	0,88
Centered Anxiety	24-26 years	30	18,50	4,45		
	27 years and over	17	17,88	4,16		
	Total	72	18,23	4,11		
Student/Communication	21-23 years	25	15,84	4,47	0,18	0,83
Centered Anxiety	24-26 years	30	16,60	4,82		
	27 years and over	17	16,00	5,44		
	Total	72	16,19	4,80		
Colleague/Parent	21-23 years	25	13,28	4,26	0,14	0,86
Centered Anxiety	24-26 years	30	13,23	3,58		
	27 years and over	17	13,88	4,94		
	Total	72	13,40	4,12		
Personal Development	21-23 years	25	10,00	3,35	0,18	0,83
Centered Anxiety	24-26 years	30	10,43	2,84		
	27 years and over	17	10,47	2,57		
	Total	72	10,29	2,94		
Assignment	21-23 years	25	8,48	3,34	0,37	0,68
Centered Anxiety	24-26 years	30	7,83	2,80		
	27 years and over	17	8,41	2,71		
	Total	72	8,19	2,95		
School Management	21-23 years	25	7,88	1,66	,01	0,98
Centered Anxiety	24-26 years	30	7,90	2,17		
	27 years and over	17	8,00	2,54		
	Total	72	7,91	2,08		
Adaptation	21-23 years	25	7,40	2,06	1,24	0,29
Centered Anxiety	24-26 years	30	9,10	6,68		

27 years and over	17	7,29	2,28
Total	72	8,08	4,64

In Table 3, when the analysis results with regard to the points of occupational anxiety scale as to variable of teacher candidates' age, it was stated that there was not significant differentiation in terms of age variable from sub-scales of the factors ($p < 0.05$).

Table-4. T-test Statistical Distribution Values of Occupational Anxiety Scales' Points For Teacher Candidates As To Branch of Teaching Occupation Variable

(TCAS)	Department	N	\bar{X}	Ss	t	p
Task	Physical Education	44	35,63	9,52	-0,52	0,60
Centered Anxiety	Fine Arts	28	36,71	6,66		
Economic/Social	Physical Education	44	18,04	4,46	-0,49	0,62
Centered Anxiety	Fine Arts	28	18,53	3,55		
Student/Communication	Physical Education	44	15,95	4,98	-0,52	0,59
Centered Anxiety	Fine Arts	28	16,57	4,56		
Colleague/Parent	Physical Education	44	13,04	4,49	-0,92	0,36
Centered Anxiety	Fine Arts	28	13,96	3,46		
Personal Development	Physical Education	44	10,61	3,27	1,16	0,24
Centered Anxiety	Fine Arts	28	9,78	2,28		
Assignment	Physical Education	44	8,04	3,09	-0,53	0,59
Centered Anxiety	Fine Arts	28	8,42	2,76		
School Management	Physical Education	44	7,65	2,27	-1,32	0,19
Centered Anxiety	Fine Arts	28	8,32	1,70		
Adaptation	Physical Education	44	7,31	2,41	-1,77	0,08
Centered Anxiety	Fine Arts	28	9,28	6,71		

In Table 4, when the analysis results with regard to the points of occupational anxiety scale as to variable of teacher candidates' branch of teaching occupation, it was stated that there was not significant differentiation with regards to branch of teaching occupation variable from sub-scales of the factors ($p < 0.05$).

5. DISCUSSION AND CONCLUSION

When we look over the results of being examined of teacher candidates' occupational anxiety levels as to variable of gender, age and branch of teaching occupation in our study which was conducted with 72 students who were final year students in Physical Education and Sports Teaching Department, Faculty of Sports Sciences and in Department of Fine Arts Education, Educational Sciences at Firat University, Elazig; it was observed that their results were low-level. Being also stated of the occupational anxiety levels were low level in the studies that Dilmac (2010) did with teacher candidates of visual arts, Basaran (2010) did with candidates of music teachers, Doğan and Çoban (2009) did with the students of faculty of education, Cagır and Gurgan (2008) did with classroom teacher candidates, Kose (2006) did with candidates of music teacher shows that the studies support our findings (12, 5, 13, 9, 19).

When the analysis results with regard to the points of occupational anxiety scale as to variable of teacher candidates' gender, it was stated that there was not significant differentiation in terms of gender variable from sub-scales of the factors ($p < 0.05$). When we look through the studies similar to these findings which can be showed as an example for equality of women and men from today's most important issues; Başaran (2010), Milner and Woolfolk Hoy (2003), Gencturk (2008), Kahyaoglu and Yangin (2007), Akbas and Celikkaleli (2006) came to conclusions supporting our study (5, 21, 15, 17, 1).

When the analysis results with regard to the points of occupational anxiety scale as to variable of teacher candidates' age, it was stated that there was not significant differentiation in terms of age variable from sub-scales of the factors in our study ($p < 0.05$). Saban and his friends drew conclusion supporting our study in their studies. In a study of Woolfolk Hoy (2003) conducted with the teachers, it was found out that gender and age have not an impact on self-efficacy levels (23, 28).

When the analysis results with regard to the points of occupational anxiety scale as to variable of teacher candidates' branch of teaching occupation, it was stated that there was not significant differentiation with regards to branch of teaching occupation variable from sub-scales of the factors ($p < 0.05$). The findings of the study called as "secondary school social sciences non-thesis master's degree students' sufficiency, anxiety and academic motivation level conducted by Saracaloglu and his friends showed similarity to our study (24).

As a consequence, it can be provided for them to spend more time at internships to make ready for teaching by applying internships all grades even though teacher candidates' occupational anxiety was low level in our study. By this means, they can eliminate their concerns about occupation such as administrative affairs, file and photocopy activities, time management and lesson plan and about themselves by gaining experience before teaching. Our study has importance in terms of having quality for being given reference to different sample groups and studies.

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RECOVERY FROM HIP INSTABILITY

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Abstract

Method and materials: The presented study is a prospective study (clinical statistic and epidemiologic), controlled randomized in which 42 evaluated patients were monitored (females and males in a 2,3/1 ratio), treated and monitored in the Medical Rehabilitation Department” of the Regional Hospital Braila. During October 2011-May 2014 individuals diagnosed with hip instability on the base of coxarthrosis and hip endoprosthesis were randomly split into 2 groups of 21 subjects each : Group A (arthrosic instability) and Group B (Endoprosthetic patients).

Conclusion: The compared groups were homogenous, from a demographic perspective. Patients responded well to the applied techniques, there mobility and muscular strength improved, there were no patients presenting with side-effects (increase in pain, tiredness) following recovery treatment. As seen in the comparative study, the recovery method through massage ,kineto therapy ,has a very important role in their recovery from hip instability regardless of ethiology and associated flaws, applied for improving the walking ability and quality of life, as well as personal independence.

Key words: *instability,endoprosthesis,recovery,kinetic program.*

INTRODUCTION:

In the general context in which the hip pathology evolves with an amazing progress , patients are exposed in a direct manner to important modifications from the following perspectives: functional, morphological, physiological , psychological, behavioural etc. . The impact of the medical studies published in the past years focused on the efficiency of surgical interventions with the purpose of implanting hip endoprosthesis, on the materials used in the production of endoprosthesis, and on the approach of surgery conduction. On the other hand, unfortunately, there have been less studies conducted on the functional re-education of hip instability. As proof of this lack of studies, there are no standardised recovery programmes for endoprosthetic patients. Speciality literature brings only indications as to the time of regaining balance depending on the type of implanted endoprosthesis, to the day the movements and gestures which are permitted or interdicted or general referances regarding re-education of walking.