

The effect of academic satisfaction on attitudes to the future and the teaching profession:  
physical education and sports teacher candidates

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*O efeito da satisfação acadêmica nas atitudes em relação ao futuro e à profissão docente:  
educação física e candidatos a professores de esportes*

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*El efecto de la satisfacción académica en las actitudes hacia el futuro y la profesión docente:  
candidatos a profesores de educación física y deportes*

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**Resumo:** The study aims to examine the effect of academic satisfaction levels of physical education and sports teacher candidates on their attitudes towards the future and the teaching profession. The universe consists of 843 teacher candidates studying in physical education and sports teaching departments at Faculty of Sports Sciences at Suleyman Demirel, Mehmet Akif Ersoy, Ege, Erciyes and Duzce Universities. Its sample consists of 472 participants determined by simple random sampling method. The Google Forms platform was used to collect data. Volunteers were applied to the personal information form, academic satisfaction, attitude towards the future and attitude towards the teaching profession scales. The data were analyzed in the computer environment. Variables are expressed using mean±standard deviation, percentage and frequency values. Pearson product-moment correlation (r) analysis was applied. As a result, it was determined that the physical education and sports teacher candidates' academic satisfaction, attitude towards the teaching profession, attitude towards the future, and positive and planned attitude sub-headings were high and their levels of anxious attitude towards the future were low. A positive high-level correlation was found between academic satisfaction levels and total attitude towards the future, positive and planned attitude towards the future, and a negative high-level relationship between academic satisfaction levels and anxious attitude towards the future. In addition, a positive high-level correlation was found between the levels of academic satisfaction and the attitude towards the teaching profession. It is thought that this situation is generally due to the desire of physical education and sports teacher candidates, who have a sports background, to become successful teachers with their professional knowledge development during their university education and to raise healthy generations when they enter their professional lives.

**Palavras-chave:** *Academic satisfaction. Physical education and sports, Teaching.*

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**Abstract:** *O estudo visa examinar o efeito dos níveis de satisfação acadêmica dos candidatos a professores de educação física e esportes sobre suas atitudes em relação ao futuro e à profissão docente. O universo é composto por 843 candidatos a professores que estudam nos departamentos de educação física e de ensino esportivo da Faculdade de Ciências do Esporte da Suleyman Demirel, Mehmet Akif Ersoy, Ege, Erciyes e Universidades Duzce. A amostra consiste em 472 participantes determinados pelo método de amostragem aleatória simples. A plataforma Google Forms foi utilizada para a coleta de dados. O formulário buscou averiguar informações pessoais, satisfação acadêmica, atitude em relação ao futuro e atitude em relação às escalas de profissão docente. Os dados foram analisados em sistema computacional. As variáveis são expressas usando médias ± desvio padrão, valores percentuais e de frequência. Foi aplicada a análise da correlação produto-momento (r) da Pearson. Como resultado, foi determinado que a satisfação acadêmica dos candidatos a professores de educação física e esporte, atitude em relação à profissão docente, atitude em relação ao futuro e subtítulos de atitude positiva e planejada eram altos e seus níveis de atitude ansiosa em relação ao futuro eram baixos. Foi encontrada uma correlação positiva de alto*

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*nível entre os níveis de satisfação acadêmica e a atitude total em relação ao futuro, atitude positiva e planejada em relação ao futuro, e uma relação negativa de alto nível entre os níveis de satisfação acadêmica e a atitude ansiosa em relação ao futuro. Além disso, foi encontrada uma correlação positiva de alto nível entre os níveis de satisfação acadêmica e a atitude em relação à profissão docente. Pensa-se que esta situação se deve, geralmente, ao desejo dos candidatos a professores de educação física e esportes, que têm formação esportiva, de se tornarem professores de sucesso com seu desenvolvimento profissional durante sua formação universitária e de criarem gerações saudáveis quando entram em suas vidas profissionais.*

**Keywords:** *Educação física e esporte. Ensino. Satisfação acadêmica.*

**Resumen:** *El estudio tiene como objetivo examinar el efecto de los niveles de satisfacción académica de los candidatos a profesores de educación física y deportes en sus actitudes hacia el futuro y la profesión docente. El universo fue formado por 843 candidatos a profesores que estudian en los departamentos de enseñanza de la educación física y el deporte de la Facultad de Ciencias del Deporte de las universidades Suleyman Demirel, Mehmet Akif Ersoy, Ege, Erciyes y Duzce. La muestra fue formada por 472 participantes determinados por el método de muestreo aleatorio simple. Para la obtención de datos se utilizó la plataforma Google Forms. Se aplicaron las escalas de información personal, satisfacción académica, actitud hacia el futuro y actitud hacia la profesión docente. Los datos se analizaron en el sistema informático. Las variables se expresan mediante valores de media  $\pm$  desviación estándar, porcentaje y frecuencia. Se aplicó el análisis de correlación producto-momento de Pearson ( $r$ ). Como resultado, se determinó que la satisfacción académica de los candidatos a profesores de educación física y deportes, la actitud hacia la profesión docente, la actitud hacia el futuro y los subapartados de actitud positiva y planificada eran altos y sus niveles de actitud ansiosa hacia el futuro eran bajos. Se encontró una correlación positiva de alto nivel entre los niveles de satisfacción académica y la actitud total hacia el futuro, la actitud positiva y planificada hacia el futuro, y una relación negativa de alto nivel entre los niveles de satisfacción académica y la actitud ansiosa hacia el futuro. Además, se encontró una correlación positiva de alto nivel entre los niveles de satisfacción académica y la actitud hacia la profesión docente. Se cree que esta situación se debe, en general, al deseo de los candidatos a profesores de educación física y deportes, que tienen una formación deportiva, de convertirse en profesores de éxito con el desarrollo de sus conocimientos profesionales durante su formación universitaria y de formar generaciones sanas cuando se incorporen a su vida profesional.*

**Palabras clave:** *Educación física y deportes. Enseñanza. Satisfacción académica.*

## 1 INTRODUCTION

Since teaching is a profession that shapes the lifestyle of individuals, it is one of the basic elements that make the education of a society effective and productive. Teaching is accepted as a unique and leading profession among all professions since it undertakes the task of training personnel for other professions (ALKAN, 2000). It is known that it is important to train qualified teachers who have undergone a good education process and fulfill their duties and responsibilities in their profession. In this direction, it is thought that the academic satisfaction of teacher candidates, their future attitudes and their profession are important.

In the literature, satisfaction is defined as the desired success of the person that results in satisfaction (RAD; YARMOHAMMADIAN, 2006). Academic satisfaction contains the fun and well-being that students can perceive

their own experiences in their academic life (LENT; BROWN, 2008). It is thought that the academic satisfaction of individuals about their university and education life will affect their attitudes towards both their future and the teaching profession they will perform in the future.

Attitude is a mental, behavioral and emotional reaction, pre-tendency that an individual can organize depending on the knowledge, experience, motivation and emotion s/he has obtained against any subject, object or event that exists in the environment (TURKER; OZALTIN, 2015). Attitudes about the future are a concept that includes individuals' expectations, concerns and future orientation (GULER, 2004). Schiff et al (2006) stated that people's current life satisfaction is related to their happiness and attitudes towards the future. It is thought that an important value in this way is the way individuals try to steer

towards the future, as well as their orientation by setting a goal. The teacher candidates who step into the teaching profession gain positive attitudes and values towards the profession, have positive perceptions, and are the determinants of their success in their professional life (KARADAG, 2012).

In the literature review, it was determined that there are some studies examining the subjects such as academic satisfaction (DURU; BALKIS, 2015; BALKIS, 2015; DUFFY et al, 2015), attitude (ALP; SUNGU, 2016; DALBUDAK; YIGIT, 2019; DALBUDAK et al, 2016; TURAN et al, 2018), attitude towards the future (EHTIYAR et al, 2017; BODUR; SEREN, 2020, BURSAL; BULDUR, 2013) and attitude towards the teaching profession (SAGLAM, 2008; SENDIL, 2010; AKSOY, 2010; KARATEKIN et al, 2015). However, any study about physical education and sports teacher candidates could not be identified. It is thought that examining the effects of the academic satisfaction levels of physical

education and sports teacher candidates, who have an important place in raising physically, mentally and spiritually healthy generations, on their attitudes towards the future and the teaching profession will make an important contribution to the literature. The study aims to examine the effect of academic satisfaction levels of physical education and sports teacher candidates on their attitudes towards the future and the teaching profession.

## 2 METHODOLOGY

In the study, a method for descriptive and correlational survey aiming to reveal the current situation was used (KARASAR, 2004).

a) Volunteers: The universe consists of 843 teacher candidates studying in physical education and sports teaching departments at Faculty of Sports Sciences at Suleyman Demirel, Mehmet Akif Ersoy, Ege, Erciyes and Duzce Universities. Its sample consists of 472 participants determined by simple random sampling method.

Table 1- Participants' descriptive statistic

Variables	Groups	n	%
Gender	Female	209	44.3
	Male	263	55.7
	Total	472	100
Age	18-20	213	45.1
	21-23	130	27.5
	24 and more	129	27.3
	Total	472	100
Sport Type	Individual	217	46.0
	Team	255	54.0
	Total	472	100
Academic Grade Point Average	.00-1.99	88	18.6
	2.00-2.99	194	41.1
	3.00-4.00	190	40.3
	Total	472	100
University	Duzce	64	13.6
	Ege	114	24.2
	Erciyes	137	29.0
	Mehmet Akif Ersoy	96	20.3
	Süleyman Demirel	61	12.9
	Total	472	100

Source: Prepared by the author (2021).

When Table 1 is examined, it was determined that according to the gender variable, 44.3% of the participants are female, 55.7% are male; according to the age variable, 45.1% of them are 18-20 years old, 27.5% of them are 21-23, 27.3% of them are 24 and more; according to the type of sport variable, 46% of them are engaged in individual sports, 54% of them are engaged in team sports; according to the GPA variable, 18.6% of them have 0.00-1.99, 41.1% of them have 2.00-2.99, 40.3% of them have 3.00-4.00; according to the university variable, 13.6% of them study at Duzce, 24.2% of them study at Ege, 29% of them study at Erciyes, 20.3% of them study at Mehmet Akif Ersoy and 12.9% of them study at Suleyman Demirel University.

b) Data Collection Tools: Google Forms platform was preferred for collecting data during the pandemic process. Information form and questionnaires were forwarded to the participants via social networks. Volunteers were applied the personal information form, academic satisfaction, attitude towards the future and attitude towards the teaching profession scales.

c) Personal Information Form: Four questions were applied to the participants, including gender, age, type of sport, academic grade point average and university education.

d) Academic Satisfaction Scale: Schmitt et al. (2008) were developed to determine academic satisfaction levels of university students. It is 5 items and a 5-point Likert type scale. Cronbach alpha was found to be .81. Balkis (2013) stated in the study to examine the scale on Turkish sample and reported that the Cronbach's alpha was .86.

e) Attitude towards Future Scale: Guler (2004) was developed to evaluate the attitudes of university students towards their own future. 15-item short form was created which consist of 3 sub-factors. In the validity studies of the scale, Cronbach's alpha reliability coefficients for positive, anxious and planned sub-factors were respectively, .80, .81 and .79; for the whole scale it was found to be .84.

f) Attitude towards the Teaching Profession Scale: Kahramanoglu et al (2018) were developed to reveal the attitudes of teacher candidates towards the teaching profession, is a 12-item, single-factor scale. It is a 5-point Likert scale. Internal consistency coefficient was reported as .86.

g) Data Analysis

The data analyzed in the computer environment. The Kolmogorov-Smirnov test application is one of the methods for examining to the normality of the variables and the homogeneity of the variances and given in Table 2.

Table 2- Normality Test Results of Participants' Scale Scores

	n	Skewness	Kurtosis	p
Academic Satisfaction	472	-.902	.207	.000
Attitude Towards The Future	472	-.487	-.305	.000
Positive Attitude Towards The Future	472	-.773	.019	.000
Anxious Attitude Towards The Future	472	.723	-.170	.000
Planned Attitude towards the Future	472	-.553	-.315	.000
Attitude towards the Teaching Profession	472	-.793	.717	.000

Source: Prepared by the author (2021).-

When the Kolmogorov-Smirnov Test results are examined in Table 2, it is observed that the scores from the scales of academic satisfaction, attitude towards the future and attitude towards the teaching profession, and their scores from normality are at significant levels. Buyukozturk interprets that these values are in the range of  $\pm 1$  as there are no extreme deviations from

normality (Buyukozturk, 2007). Similarly, George and Maller (2016) reported that these values between  $\pm 1$  are also acceptable. In line

with this information, parametric statistical analysis tests were used. Pearson product-moment correlation ( $r$ ) analysis was applied.

### 3 FINDINGS

Table 3- Descriptive statistics of scales

	n	Min	Max	X $\pm$ SD
Academic Satisfaction	472	8.00	22.00	20.483 $\pm$ 4.253
Attitude Towards The Future Total	472	38.00	57.00	49.292 $\pm$ 4.369
Positive Attitude Towards The Future	472	9.00	25.00	20.218 $\pm$ 3.971
Anxious Attitude Towards The Future	472	5.00	21.00	9.771 $\pm$ 4.076
Planned Attitude towards the Future	472	8.00	25.00	19.303 $\pm$ 4.123
Attitude towards the Teaching Profession	472	16.00	60.00	47.019 $\pm$ 9.371

Source: Prepared by the author (2021).

It was determined that the academic satisfaction of participants was at the level of 20.483 $\pm$ 4.253. Also, it was found that the total of attitudes towards the future was 49.292 $\pm$ 4.369, from sub-headings; positive attitude towards the future was 20.218 $\pm$ 3.971,

anxious attitude towards the future was 9.771 $\pm$ 4.076, and planned attitude towards the future was 19.303 $\pm$ 4.12. It was determined that their attitudes towards the teaching profession were at the level of 47.019 $\pm$ 9.371 (Table 3).

Table 4 The Relationship between Academic Satisfaction and Attitudes towards the Future and the Teaching Profession

		Attitude Towards The Future Total	Positive Attitude Towards The Future	Anxious Attitude Towards The Future	Planned Attitude towards the Future	Attitude towards the Teaching Profession
Academic Satisfaction	r	.710	.775	-.813	.810	.771
	p	.000	.000	.000	.000	.000
	n	472	472	472	472	472

Source: Prepared by the author (2021).

A positive high-level correlation was found between academic satisfaction levels and total attitude towards the future ( $r=.710$ ,  $p=.000$ ), positive attitude ( $r=.775$ ,  $p=.000$ ) and planned attitude ( $r=.810$ ,  $p=.000$ ) towards the future, and a negative high-level relationship was found

between academic satisfaction levels and anxious attitude towards the future ( $r=-.813$ ,  $p=.000$ ). In addition, a positive high-level correlation was found between the academic satisfaction levels of the participants' the teaching profession attitudes ( $r=.771$ ,  $p=.000$ ) (Table 4).

#### 4 DISCUSSION AND CONCLUSION

University education is a very important period that affects the whole lives of individuals, in which they try to achieve academic success and transfer their success to their later lives (KARAKUS, 2020). At this stage, it is thought that the intense efforts of individuals to be successful will have positive effects on both university and post-university lives.

The academic satisfaction of the participants was high, the total attitude towards the future and positive and planned attitude sub-headings were high, the anxious sub-heading was low, and their teaching profession attitudes were also high (Table 3). In the literature review, some studies were found reporting that the academic satisfaction (BALKIS; DURU, 2016; KODAZ, 2016), attitudes towards future (EHTIYAR et al, 2017; KAYA; EKSI, 2019; KODAZ, 2016) and attitudes towards the teaching profession (AYIK; ATAS, 2014; KOZIKOGLU; GONULAL, 2020) of teacher candidates studying in different branches were moderate and/or high. It was thought that the findings obtained, are due to the physical education and sports teacher candidates' high beliefs about developing the sportive skills they have acquired in their ongoing sports life and transferring them in the following years, by choosing the relevant department voluntarily during the transition to university and passing the exams that test their sportive skills.

A positive high-level correlation was found between academic satisfaction levels and total attitude towards the future, positive and planned attitude towards the future, and a negative high-level relationship between academic satisfaction levels and anxious attitude towards the future (Table 4). In addition, a positive high-level correlation was found between the academic satisfaction levels of the participants and their teaching profession attitudes. Porter and Umbah, (cited; 2006) in their studies stated that Smart et al (2000) pointed out that students' academic satisfaction can be greatly affected by their interests, abilities and values, as well as the level of adaptation to the academic

environment in which they study. Studies reporting that life satisfaction is related to happiness and attitudes of individuals towards the future was identified (SCHIFF et al, 2006; Cooley 1976). Kaya et al (2014) reported a low but positive significant correlation between individuals' attitudes towards the future and subjective well-beings, which includes positive and negative emotions and life satisfaction components. Imamoglu and Guler-Edwards (2007) stated that a positive attitude towards the future indicates that the future of the individual will be shaped more positively, such as being more successful and having a good marriage, with positive expectations from the future, anxious attitude is the anxiety and fear that something is uncertain in the future and therefore, the planned attitude is having a tendency to organize the future life with a planning approach and to plan from now on. It is thought that structuring the education programs to meet the expectations of academic satisfaction can positively affect the teacher candidates' attitudes towards the future and the teaching profession. If teacher candidates are educated with positive attitudes towards their profession, when they become teachers, they fulfill their duties completely, exhibit positive behaviors towards students, become researchers, think creatively and easily transfer innovations to the learning environment. In addition, they motivate students more easily, they behave sincerely, they are not rigid, they use their time effectively. In short, teachers who love their profession can take on the duties in a better way (CELIKOZ; CETIN, 2004). It is thought that teacher candidates' high level of academic satisfaction is due to the development of the knowledge and skills and academic satisfaction of physical education and sports teacher candidates during their university education, the fact that the curriculum programs are in a suitable planning for the important exams in the transition to their professional life and that it is due to their thoughts that they can be a successful teacher with the new knowledge and skills they have gained in the process.

As a result, it was determined that



the physical education and sports teacher candidates' academic satisfaction, attitude towards the teaching profession, attitude towards the future, and positive and planned attitude sub-headings were high and their levels of anxious attitude towards the future were low. A positive high-level correlation was found between academic satisfaction levels and total attitude towards the future, positive and planned attitude towards the future, and a negative correlation was found between academic satisfaction and anxious attitude towards the future. In addition, a positive high-level correlation was found between the levels of academic satisfaction and the attitude towards the teaching profession. It is thought that this situation is generally due to the desire of physical education and sports teacher candidates, who have a sports background, to become successful teachers with their professional knowledge development during their university education and to raise healthy generations when they enter their professional lives.

#### The suggestions from this study are:

- The effect of academic satisfaction levels on their attitudes towards the future and the teaching profession can be examined in groups that include physical education and sports teacher candidates on a larger scale.
- The effect of the academic satisfaction levels of the candidates studying in the departments of coaching education, sports management and recreation expertise under the umbrella of sports sciences on their attitudes towards the future and their profession can be examined.

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