

2014

The Relationship between Alienation Levels of Physical Education Teacher Candidates and Their Attitudes towards the Teaching Profession

Mustafa Kayihan Erbas
Aksaray University School of Physical Education & Sport

Follow this and additional works at: <https://ro.ecu.edu.au/ajte>



Part of the [Other Teacher Education and Professional Development Commons](#), and the [Social Psychology and Interaction Commons](#)

Recommended Citation

Erbas, M. K. (2014). The Relationship between Alienation Levels of Physical Education Teacher Candidates and Their Attitudes towards the Teaching Profession. *Australian Journal of Teacher Education*, 39(8). <https://doi.org/10.14221/ajte.2014v39n8.3>

This Journal Article is posted at Research Online.
<https://ro.ecu.edu.au/ajte/vol39/iss8/2>

The Relationship between Alienation Levels of Physical Education Teacher Candidates and their Attitudes towards the Teaching Profession

Mustafa Kayihan Erbas
Aksaray University School of Physical Education and Sport
Turkey

Abstract: This study aimed to determine the alienation levels and attitudes of physical education teacher candidates towards the teaching profession and identify the relationship between their alienation levels and their attitudes towards teaching. The study group consisted of 695 teacher candidates studying in physical education and sports teaching departments. The study revealed that alienation levels and attitudes of physical education teacher candidates towards the teaching profession were moderate and alienation levels were important predictors of the attitude levels towards the teaching profession.

Introduction

Today society faces many social problems. It is quite possible to encounter people who are estranged and isolated from the groups and activities in which they are included. Mann (2001) refers to this situation and experience as alienation. Alienation, which is indisputably connected to anomie; defined as “a breakdown in the cultural structure, occurring particularly where there is an acute disjunction between cultural norms and goals and the socially structured capacities of members of the group to act in record with them” by Durkheim (cited in Green & Johns, 1966), a serious social problem (Nettler, 1957), is thought to have a more specific level of importance when compared to other problems. Fromm (1992) viewed alienation from a different perspective, expressing how this problem was not only social, but also personal in nature. Seeman (1959), whose description of alienation includes both social and individual perspectives, contributed to the concept of alienation through classifying the problem into five categories: powerlessness, meaninglessness, normlessness, isolation and self-estrangement. Dean (1961) suggested a new model that included powerlessness, meaninglessness, normlessness and social alienation after discussing Seeman’s (1959) model again. When the sub-dimensions of alienation are reviewed in a general sense, powerlessness is expressed as the absence of control over the products presented and the tools used by the individuals, and relates to the individual’s low expectations of success, despite the presence of high-level goals. Normlessness is defined as not approving of the need for behaviours that are deemed as necessary for achieving goals. Isolation expresses the lack of friendship ties and results in the lowest participation rates in the organizational context (Seeman, 1959). The meaninglessness dimension involves an individual’s lack of attributing meaning to his/her own actions and of the inability to establish a relationship between the present and the future (Mau, 1992).

At the same time, observations by Marx also make a significant contribution to the concept of alienation (cited in Yılmaz & Sarpkaya, 2009). Marx described alienation as the destruction and decay of the natural, social, psychological and cultural dimensions of human existence and people’s alienation and estrangement from each other in social relations. Accordingly, alienation has been expressed as the individual’s attempt at maintaining his/her life when estranged from him/herself, and from the natural, social, psychological and cultural

environment in which he/she lives, as well as being under the influence of the hegemony and decisiveness of the things that he/she is estranging him/herself from (Sidorkin, 2004; Yılmaz & Sarpkaya, 2009).

Newmann (1981) suggested that unfair practices, inappropriate policies, unnecessary procedures and unhealthy relationships between the student and school personnel were the causes of alienation in educational institutions. Kunkel et al. (1973), however, added some factors to the equation such as students' lack of control over their own lives, lack of autonomy, lack of pride in school success, the failure to establish a relationship between what is learned at school and what is experienced outside of school, teachers' lack of understanding and parents' lack of awareness and authoritative school rules as the reasons behind alienation. Seeman's (1959) and Dean's (1961) theories of alienation in education regard dimensions as important. However, it was noted that the four-dimensional alienation model encompassing powerlessness, normlessness, isolation and meaninglessness was more applicable in terms of alienation in education (Çağlar, 2013; Mau, 1992; Sanberk, 2003). These dimensions are defined from the perspective of education as follows.

Powerlessness

When a student has low expectations in terms of achieving a role to which he/she attaches importance, he/she experiences powerlessness and grows more disrespectful and more critical towards authority. In other words, when students believe that there are not many things that can be done at school in order to affect their future, they are estranged from the process and a feeling of powerlessness arises (Brown et al., 2003; Mau, 1992).

Normlessness

This occurs because of a student's objections towards the school administration's decision-making on their behalf. Students who experience a sense of normlessness display behaviours that are disapproved of by society and the school administration to achieve their objectives (Ataş & Ayık, 2013).

Isolation

This includes feelings such as estrangement from, a failure to integrate into and lacking a sense of belonging to school. The students who experience these feelings expressed how they did not embrace the objectives of the school and therefore did not find them valuable (Çağlar, 2013).

Meaninglessness

When students are not able to establish a relationship between the studies they undertake at school and the studies they plan to undertake in the years to come (in other words, when they feel that the content of the course and the curriculum is not sufficient to help them prepare themselves for the job they will have in the future), then a feeling of meaninglessness arises (Brown et al., 2003; Çağlar, 2013; Mau, 1992).

Despite the many changes and adaptations to the education system and educational environments, it is thought that teachers still aim to preserve the importance of their position within the education system. Accordingly, the alienation concept is a striking subject for education institutions and students, as well as for teachers (Çağlar, 2013).

Teaching is one of the most important professions for a society. No matter how good the targets set within the education and teaching establishment are, and no matter how functional and organized the content of the courses are, it is unlikely that fruitful results will be accomplished if teaching and education are not embarked on by teachers who have these targets and understandings in mind (Sünbül, 2001). Since vocational education is the first environment where the attitudes of the individual towards his/her profession are shaped, it is considered as vital for the development of attitudes towards the profession (Çağlar, 2013). An attitude is defined as the tendency of the individual or as the tendency that the individual is thought to have (Kağıtçıbaşı, 2010) regarding a general expression from a general perspective. One's attitude affects one's feelings, thoughts and behaviours. One of the most important factors that affects teachers' professional success is their attitude towards the teaching profession (Ünlü, 2011).

Regardless of the teaching branch, teachers' attitudes towards the teaching profession are of great importance; what is significant is their love of the teaching profession, and their desire to be more successful at, and to fulfil the requirements of the teaching profession (Ünlü, 2011). At the same time, as in other careers, the sense of alienation experienced during training could decrease the teacher candidate's interest in the teaching job that they are to perform in the future and could make them develop negative attitudes towards their chosen profession. In this regard, there is a limited number of studies about alienation in physical education training (Carlson, 1995; Chen, 1998; Halas, 2002; Spencer-Cavaliere & Rintoul, 2012; Şirin, 2009; Temel et al., 2013). One of the factors affecting attitudes is alienation and, accordingly, a correlation between attitudes and alienation exists (Roig & Neaman, 1994). It was noted how the sense of alienation experienced during training could decrease a person's interest in the job he/she will have in the future and make him/her develop less positive attitudes (Çağlar, 2013). This situation indicates how important the vocational education provided to educators is. Accordingly, the sense of alienation experienced before the teachers enter into service can have an influence on their attitudes towards the teaching profession. When the studies conducted in relation to this subject were examined, it was seen that despite the fact that there are many studies that aim to explore alienation in education and teacher candidate's individual attitudes towards the teaching profession, the study by Çağlar (2013) on the effect of teacher candidates' alienation levels on their attitudes towards the teaching profession attracted the most attention. In his study, Çağlar attempted to determine the relationship between the level of alienation and teacher candidates' attitudes while studying at a faculty of education and to determine whether the alienation levels and attitudes of the students towards the teaching profession varied according to gender, program, grade and learning type. The study illustrated that students experienced a moderate sense of alienation and that their attitudes towards the teaching profession were positive. Additionally, while significant differences were found among the groups in terms of alienation level and attitudes towards the teaching profession according to gender and grade variables, significant differences were found only in alienation level according to teaching type in terms of the attitude towards teaching according to the program-type variable. It was also found that there was a moderately negative relationship between the alienation level and the attitude towards the teaching profession.

Professional alienation in physical education teacher candidates will reduce their interest in and keenness towards the teaching profession. From this perspective, it is necessary to investigate the physical education teacher candidates' alienation levels in their profession and

to explore if these alienation levels affect their attitudes. Interestingly, the literature review found no studies investigating the effect of alienation on the attitudes towards the teaching profession in the physical education field. Thus, it is of crucial importance to determine the attitudes of teacher candidates towards the teaching profession and to determine to what extent a sense of alienation is applicable in terms of the professional attitude of physical education teacher candidates. Consequently, this study aimed to determine the alienation and professional attitude levels of physical education teacher candidates and the relationship between alienation levels and attitude levels towards the teaching profession as well as to determine the relationship according to gender and grade variables.

Methods

Study Model

The relational research model was used in this study. The relational research model is used to identify the relationship between two or more variables and to gain insight into cause–effect relationships (Karasar, 2014). The study aimed to determine the relationship between alienation levels and the attitudes of students in the physical education teaching and sports college and in the physical education and sports teaching department towards the teaching profession and to identify whether there were any significant differences between the gender and grade variables. Therefore, the relational research model was selected for this study.

Study Group

The study group consisted of 695 teacher candidates studying at the physical education and sports teaching departments of five different universities (Aksaray University, Gazi University, Karamanoğlu Mehmet Bey University, Ahi Evran University and Kırıkkale University). The descriptive analysis of the study group is given in Table 1.

Variables		f	%
Gender	Female	276	40
	Male	419	60
Grade	1. Grade	141	20
	2. Grade	144	21
	3. Grade	159	23
	4. Grade	251	36

Table 1. Statistics Regarding the Study Group

The Physical Education Teacher Education Program (PETE) in Turkey

The Physical Education Teacher Education Program (PETE) is a four-year program that qualifies students to become physical education teachers and PETE courses consist of 3 parts (Erbaş & Ünlü, 2012): (a) field and field education courses (50–60%, i.e. basketball, sports history); (b) teaching profession courses (25–30%, i.e. motor development, teaching practice); and (c) general culture courses (15–20%, i.e. history, foreign languages). Mainly, the general culture courses are taken in the first grade, the field and field education courses in the second and third grades and the teaching profession courses are taken in the fourth grade (YOK, 2007).

Data-collection Tools

Personal Information Form

This form included the items regarding the genders and grades of the students who participated in the study.

Student Alienation Scale

In this study, the Student Alienation Scale developed by Çağlar (2012) was used to determine the students' alienation levels. The Student Alienation Scale consists of four sub-dimensions and 20 items, six of which are about powerlessness, four of which relate to normlessness, five of which involve isolation and five of which are about meaninglessness. The internal-consistency number regarding the scale was .79 for the first dimension, .75 for the second dimension, .76 for the third dimension, .76 for the fourth dimension and .86 for the whole scale. The results obtained following the confirmative factor analysis of the scale were $X^2 = 326.96$, $df = 164$, $X^2/df = 1.99$, $NNFI = .95$, $CFI = .95$, $RMSEA = .05$, $SRMR = .05$, $GFI = .91$, $AGFI = .89$ and $CFI = .95$. Eleven out of 20 items in the scale included an expression regarding the fact that alienation was true and 9 items included an expression regarding alienation as not being experienced. The answers to the questions were formed as “(1) I totally disagree, (2) I disagree, (3) I'm indecisive, (4) I agree, (5) I totally agree”. The highest score that could be obtained when using the scale was 100; the lowest was 20. A high score referred to the fact that alienation was experienced deeply and a low score referred to the fact that alienation was experienced at a low level. The score intervals for the scale were 20–35 for very low, 36–51 for low, 52–67 for moderate, 68–83 for high and 83–100 for very high. At the end of the internal-consistency analysis performed in this study, the Cronbach alpha values were calculated as .83 for the whole scale, .65 for the powerlessness scale, .69 for the normlessness scale, .67 for the isolation scale and .69 for the meaninglessness scale.

Attitude Scale towards the Profession of Physical Education

The Attitude Scale towards Physical Education Teaching, developed by Ünlü (2011), was used to determine the attitudes of the physical education teacher candidates towards the teaching profession. The scale had a two-factor structure and the first factor consisted of 13 sentences, including positive statements, and this factor was called the “Level of Love towards the Profession”. The second factor in the scale consisted of 10 sentences, including negative statements, and this factor was called “Professional Concern”. While the first factor accounted for 30.77% of the total variance, the second factor accounted for 23.30% of the total variance and the total for the first and second variances accounted for 54.08% of the total variance. High consistency values obtained by the confirmative factor analysis illustrated that the scale's 2-factor structure was verified. The scale's internal-sensitivity coefficients were .90 for the first sub-factor, .86 for the second sub-factor and .88 for the whole scale. The (X^2/df) ratio, as calculated with confirmative factor analysis, was 3.76 ($p = .000$) and this value showed that the recommended factor model was in conformity with the data (Sümer, 2000; Şimşek, 2007). The confirmative factor analysis found that the GFI value

was .94, the IFI value was .92, the CFI value was .92, the AGFI value was .92, the NNFI value was .91, the RMR value was .043 and the RMSEA value was .053, and this illustrates that the scale's 2-factor structure was acceptable and that it yielded valid results. The scale's response method was scored as 5-4-3-2-1, relating to "I totally agree, I agree, I partially agree, I disagree, I totally disagree" and the negative items were scored as 1-2-3-4-5. The lowest obtainable scale score was 23 and the highest obtainable score was 115. The interval coefficients were determined to allow for the evaluation regarding the scores to be obtainable from the scale. Accordingly, the 23–41 score interval was determined as a "very low attitude", the 42–60 score interval as a "low attitude", the 61–79 score interval as a "moderate attitude", the 80–98 score interval as a "high attitude" and the 99–115 score interval was determined as a "very high attitude". It was also noted that the scale was appropriate for undertaking the calculation of the means. The interval coefficient, determined in order to undertake the calculation of the means, was determined and the 1–1.80 score interval was determined as a "very low attitude", the 1.81–2.60 score interval as a "low attitude", the 2.61–3.40 score interval as a "moderate attitude", the 3.41–4.20 score interval as a "high attitude" and the 4.21–5.00 score interval as a "very high attitude".

Due to the internal-consistency analysis performed in this study, the Cronbach alpha values were calculated as .70 for the whole scale, as .86 for the professional love factor and as .82 for the professional concern factor.

Data Analysis

Before the analysis of the study data, the distribution was examined. The Lilliefors Kolmogorov–Smirnov test indicated that the study data were in conformity with a normal distribution ($p > .05$). The histogram graphics and normal distribution curve were determined by Skewness (between +1 and -1) and Kurtosis (between +2 and -2), and further analyses were performed accordingly. In the analysis of the study data, the *t*-test and one-way analysis of variance (ANOVA) were used for independent groups with the aim of identifying the difference between descriptive statistics (number, percent, arithmetic mean and standard deviation) and the dependent and independent variables, and the Pearson product-moment correlation coefficient was used with the aim of identifying the relationship. Multiple regression analysis was used in order to test whether the physical education teacher candidates' alienation levels affected their attitudes towards the teaching profession. In these analyses, each of the alienation sub-scale scores was considered as an independent variable and the attitude towards physical education teaching was considered as a dependent variable. In the data analysis, the SPSS 17.00 package program was used.

Findings

The findings of the study are presented in three main categories in this part: (a) the alienation level and attitude towards the physical education teaching profession according to the gender variable, (b) the alienation level according to the grade variable and attitude level towards the physical education teaching profession, and (c) the relationship between alienation levels and attitudes towards the physical education teaching profession.

Alienation Level and Attitude towards the Physical Education Teaching Profession According to the Gender Variable

A homogeneity test was performed in order to understand whether the alienation levels and attitudes of teacher candidates towards the physical education teaching profession varied according to gender or not and the results showed that the variances were homogenous. The parallel *t*-test for arithmetic means was performed in independent groups (Table 2).

Dimension	Gender	N	M	SD	Df	t	p
Powerlessness	Female	276	14.53	4.775	693	-6.273	.000*
	Male	419	16.73	4.343			
Normlessness	Female	276	10.78	3.918	693	-4.486	.000*
	Male	419	12.07	3.542			
Isolation	Female	276	14.77	3.600	693	-0.698	.485
	Male	419	15.00	4.373			
Meaninglessness	Female	276	13.52	4.738	693	-4.653	.000*
	Male	419	15.10	4.137			
Alienation Total	Female	276	53.62	13.281	693	-5.493	.000*
	Male	419	58.90	11.807			
Professional Love	Female	276	52.22	9.774	693	3.628	.000*
	Male	419	49.47	9.785			
Professional Concern	Female	276	20.60	7.404	693	-4.905	.000*
	Male	419	23.48	7.669			
Professional Attitude Total	Female	276	72.83	8.410	693	-0.196	.844
	Male	419	72.95	8.207			

* $p < .05$

Table 2. *T*-Test Results Identifying whether the Alienation Level and the Attitude towards the Physical Education Teaching Profession Varied According to the Gender Variable

When Table 2 is examined, it can be seen that the average scores of the male candidates were higher compared to the female candidates in terms of three dimensions, which were powerlessness ($M_{\text{Male}} = 16.73$; $M_{\text{Female}} = 14.53$), normlessness ($M_{\text{Male}} = 12.07$; $M_{\text{Female}} = 10.78$) and meaninglessness ($M_{\text{Male}} = 15.10$; $M_{\text{Female}} = 13.52$). For the isolation sub-dimension ($M_{\text{Male}} = 15.00$; $M_{\text{Female}} = 14.77$), a significant difference was found ($p > .05$).

For the mean value of the total points of the Alienation Scale ($M_{\text{Male}} = 58.90$; $M_{\text{Female}} = 53.62$), it was found that the average score for the alienation level of male teacher candidates was higher than for female candidates.

When the professional love dimension, which is one of the sub-dimensions of the attitude towards the teaching profession ($M_{\text{Male}} = 49.47$; $M_{\text{Female}} = 52.22$) was examined, it was seen that the average scores of the female teacher candidates were higher compared to the scores of the male teacher candidates. For the professional concern sub-dimension ($M_{\text{Male}} = 23.48$; $M_{\text{Female}} = 20.60$), the average professional concern scores of the male teacher candidates were higher than for the female candidates. For professional attitude, when the total average scores ($M_{\text{Male}} = 72.95$; $M_{\text{Female}} = 72.83$) were examined, no significant difference between male and female teaching candidates was found ($p > .05$).

Alienation Level According to the Grade Variable and Attitude Level towards the Physical Education Teaching Profession

First, a homogeneity test was performed in order to identify whether the alienation levels of the teacher candidates and their attitudes towards the physical education teaching profession varied according to the grade variable. It was observed that the variances were homogeneous. In line with this, a one-way ANOVA was performed in order to identify if

alienation levels and attitudes towards the teaching profession changed in terms of the grade variable (Table 4).

Dimensions	Grade	N	M	SD	Df	F	p	Tukey HSD
Powerlessness	1	141	14.15	4.543	694	13.140	.000*	1<3
	2	144	15.47	5.704				1<4
	3	159	15.77	4.050				2<4
	4	251	17.08	4.007				3<4
Normlessness	1	141	11.02	4.272	694	2.732	.043*	1<4
	2	144	11.61	4.350				
	3	159	11.23	3.436				
	4	251	12.03	3.162				
Isolation	1	141	14.85	4.406	694	13.258	.000*	1<2
	2	144	16.27	3.924				3<1
	3	159	13.42	3.909				3<2,4
	4	251	15.11	3.797				4<2
Meaninglessness	1	141	13.09	5.328	694	17.613	.000*	1<3
	2	144	13.29	4.135				1<4
	3	159	14.52	4.098				2<4
	4	251	15.90	3.845				3<4
Alienation Total	1	141	53.13	15.806	694	11.326	.000*	1<4
	2	144	56.66	13.772				2<4
	3	159	54.95	11.226				3<4
	4	251	60.13	9.838				
Profession Love	1	141	53.51	7.462	694	8.589	.000*	4<1
	2	144	51.31	10.038				4<2
	3	159	50.62	9.513				
	4	251	48.45	10.699				
Professional Concern	1	141	19.21	5.201	694	12.335	.000*	1<2
	2	144	21.88	9.080				1<3
	3	159	24.03	8.275				1<4
	4	251	23.28	7.087				
Professional Attitude Total	1	141	72.72	6.938	694	4.199	.006*	4<3
	2	144	73.20	6.417				
	3	159	74.66	7.196				
	4	251	71.73	10.187				

*p< .05

Table 3. Analysis Results Identifying If the Alienation Levels and Attitudes towards the Teaching Profession Varied According to the Grade Variable

As can be seen in Table 3, significant differences were observed in terms of the Alienation Scale powerlessness sub-dimension and grade variables. Accordingly, the average score of first-grade teacher candidates ($M = 14.15$) was lower than the average score of the third-grade ($M = 15.77$) and the average score of the fourth-grade teacher candidates ($M = 17.08$). At the same time, the average score of the fourth-grade teacher candidates was higher than that of the second-grade ($M = 15.47$) and of the third-grade teacher candidates.

A significant difference was found in the first and fourth grades in terms of the normlessness sub-dimension. The average score of the first-grade ($M = 11.02$) teacher candidates was lower compared to the fourth-grade ($M = 12.03$) teacher candidates' score.

Significant differences were found in the isolation sub-dimension in terms of the grade variable. The average score of the first-grade teachers was lower than the average score of second-grade teacher candidates ($M = 16.27$); the average score of third-grade teacher candidates ($M = 13.42$) was lower than the average score of the first-, second- and fourth-grade ($M = 15.11$) teacher candidates; and the average score of the fourth-grade teacher candidates was lower than the average score of the second-grade teacher candidates.

Significant differences were also observed in the meaninglessness sub-dimension in terms of the grade variable. The average score of the first-grade ($M = 13.09$) teacher candidates was lower compared to the third- ($M = 14.52$) and the fourth-grade ($M = 15.90$) teacher candidates' scores. In addition, the average score of the fourth-grade teacher candidates was higher compared to the second- ($M = 13.29$) and the third-grade teacher candidates' scores.

With regard to the total score obtained from the Alienation Scale, there were significant differences in terms of the grade variable and alienation levels of the fourth-grade teacher candidates ($M = 60.13$), as the results were higher than for the other three grade levels.

The mean attitude scores regarding the physical education teaching profession were examined in terms of the grade variable in Table 3 and significant differences were observed. Accordingly, it was seen that the attitudes of the fourth-grade teacher candidates ($M = 71.73$) scored lower compared to the third-grade ($M = 74.66$) teacher candidates. Significant differences were observed for the Attitude Scale's professional love sub-dimension towards the physical education teaching profession, and the fourth-grade ($M = 48.45$) teacher candidates' professional love levels were lower compared to the second-grade ($M = 51.31$) teacher candidates. Significant differences were observed in terms of the professional concern sub-dimension; concern levels of the first-grade ($M = 19.21$) teacher candidates were lower compared to the teacher candidates at other grades.

The Relationship between Alienation Levels and Attitudes towards the Physical Education Teaching Profession

VARIABLES	P	N	I	M	PL	PC
Powerlessness (P)	1					
Normlessness (N)	.327**	1				
Isolation (I)	.275**	.422**	1			
Meaninglessness (M)	.460**	.627**	.382**	1		
Professional Love (PL)	-.148**	-.099**	.016	-.189**	1	
Professional Concern (PC)	.140**	.182**	-.138**	.196**	-.579**	1
Mean	15.85	11.56	14.91	14.47	50.56	22.33
Standard Deviations	4.642	3.746	4.083	4.450	9.866	7.690

** $p < .01$

Table 4. The Correlations, Means and Standard Deviations of the Variables Included in the Regression Analysis

When Table 4 was examined, it was observed that there was a negatively weak relationship between the powerlessness ($r = -0.148$, $p < 0.01$), normlessness ($r = -0.99$, $p < 0.01$) and meaninglessness ($r = -0.189$, $p < 0.01$) dimensions, which are the sub-dimensions of the Alienation Scale, and the professional love dimension, which is a sub-dimension of the Attitude Scale, towards the physical education teaching profession.

It was found that there was a positively weak relationship between the Alienation Scale's sub-dimensions of powerlessness ($r = 0.140$, $p < 0.01$), normlessness ($r = 0.182$, $p < 0.01$), and meaninglessness ($r = 0.196$, $p < 0.01$) and the professional concern dimension, which is one of the Attitude Scale's sub-dimensions, towards the physical education teaching profession. Additionally, it was found that there was a negatively weak relationship between the sub-dimension of isolation ($r = -0.138$, $p < 0.01$) and professional concern.

Variables	B	Standard Error	β	t	p	Dual r	Partial r
Constant	55.650	1.726		32.236	.000		
Powerlessness	-0.196	0.089	-0.092	-2.192	.029	-0.148	-0.083
Isolation	0.012	0.130	0.004	0.089	.929	-0.099	0.003
Normlessness	0.273	0.101	0.113	2.707	.007*	0.016	0.103
Meaninglessness	-0.427	0.113	-0.192	-3.766	.000*	-0.189	-0.142
R = 0.227		R² = 0.051					
F = 9.349		P = .000					

**p < .01

Table 5. Regression Analysis Results Regarding the Prediction for Professional Love

When the findings in Table 5 were examined, the professional concern dimension score for the prediction equation ($R = 0.227$; $p < 0.01$) included in the attitude towards the physical education teaching profession sub-dimension of the Alienation Scale was noted as important. The variables constituting the sub-dimensions of alienation accounted for 5% of the total variance in the professional love dimension. According to the standardized regression coefficient (β) result, the predictor variables' order of importance was as follows: meaninglessness, normlessness, powerlessness and isolation. When the results of the regression coefficients' significances were examined, only the meaninglessness and normlessness coefficient variables were important and significant predictors for professional love. The powerlessness and isolation variables did not exhibit a noticeable significance. In line with these results, the alienation sub-dimensions had a low level of significance on professional concern.

Variables	B	Standard Error	β	T	p	Dual r	Partial r
Constant	20.165	1.298		15.536	.000		
Powerlessness	0.152	0.067	0.092	2.255	.024	.140	.086
Isolation	0.371	0.097	0.181	3.809	.000*	.182	.144
Normlessness	-0.563	0.076	-0.299	-7.426	.000*	-.138	-.272
Meaninglessness	0.268	0.085	0.155	3.143	.002*	.196	.119
R = 0.343		R² = 0.117					
F = 22.946		p = .000					

**p < .01

Table 6. Regression Analysis Results for the Prediction of Professional Concern

When the findings in Table 6 were examined, the professional concern dimension score for the prediction equation ($R = 0.343$; $p < 0.01$) included in the attitude towards the physical education teaching profession sub-dimension of the Alienation Scale was noted as important. The variables constituting the alienation sub-dimension accounted for 12% of the total variance in the professional concern dimension. The predictor variables' relative significance level according to the standardized regression coefficient (β) for professional concern was as follows: normlessness, isolation, meaninglessness and powerlessness. When questions regarding the regression coefficients' significance were examined, it was seen that the

normlessness, isolation and meaninglessness variables were significant and important predictors for the professional concern dimension. It was also found that the powerlessness variable did not have a significant effect. In line with all of these results, it was determined that the alienation sub-dimensions had a moderate effect on professional concern.

Discussion

When the study findings were examined in a general sense, it was seen that alienation levels and attitudes of the physical education teacher candidates towards the teaching profession were at a moderate level. A study (Şimşek et al., 2012) that determined the alienation levels of physical education teacher candidates illustrated that alienation levels were moderate, similar to this study. Alternatively, a different study (Ataş & Ayık, 2013) showed that alienation levels were low. While a decrease in the attitude towards the teaching profession is expected as alienation levels increase, a similar study (Çağlar, 2013) put forward that in spite of the fact that alienation was moderate, the attitude towards the teaching profession was high. This result contradicts the study results. The fact that the study by Çağlar (2013) was undertaken with teacher candidates who were not physical education teacher candidates may provide an explanation for this discrepancy. At the same time, it was found that every teacher experiences alienation at a different level, that the experience of alienation changes over time and that each teacher's perception of alienation is also always changing (Brooks, Hughes & Brooks, 2008).

When the findings were examined with regard to gender (Table 2), no significant difference was found in the isolation sub-dimensions, which included the alienation sub-dimensions. Furthermore, it was found that the average scores of male teachers in terms of powerlessness, normlessness and meaninglessness were higher compared to the females' scores. It was found that the male candidates' average scores within the Alienation Scale average total scores were higher than for the female candidates. While this finding was in line with many other studies (Ataş & Ayık, 2013; Çağlar, 2013; Klomegah, 2006; Williamson & Cullingford, 1998), the study by Eryılmaz and Burgaz (2011) found a difference in terms of alienation between males and females. The study by Bayhan (1995) suggested that social anomie and alienation behaviours were more widespread among young women compared to young men. This result is not in line with the results obtained from this study. Accordingly, the fact that female teacher candidates are more open to communication compared to male candidates, and due to the way in which they socialize, and because females behave more sensitively and humanistically and are more likely to have an active social life (Şirin, 2009), these factors could provide an explanation for this notable difference in the findings. In short, the fact that female physical education teacher candidates experience less alienation can be attributed to their social roles and, accordingly, to their low expectations (Çağlar, 2013).

When the professional love dimension (one of the attitudes examined in the physical education teaching profession sub-dimensions) was examined, it was seen that the female teacher candidates' average scores were higher compared to the male teacher candidates' scores. For the professional love sub-dimension, the female teacher candidates' professional love average scores were higher. When the professional attitude total scores were examined, no significant difference was found among females and males. In other studies (Aydın & Tekneci, 2013; Durmuşoğlu et al., 2009; Pehlivan, 2010; Tunçeli, 2013; Yalız, 2010) females displayed more positive attitudes towards the teaching profession compared to males. Additionally, some studies that arrived at a different conclusion (Polat, 2013; Kahyaoğlu et al., 2013) are also available. Different from these studies, Aydın and Tekneci (2013) stated that male physical education teacher candidates had more positive attitudes towards the

teaching profession. This result is not in line with this study. The fact that the average scores of female physical education teacher candidates for the professional love dimension were higher compared to the male candidates' scores, and that at the same time, the female candidates' professional concern levels were lower than the male candidates' levels showed that there was a significant inverse relationship at play. It can be concluded that as professional love increases, the professional concern level decreases. At the same time, it is thought that female candidates have a more positive perspective regarding the teaching profession. Additionally, the fact that female candidates have higher professional love levels compared to male candidates could be attributed to the fact that women consider the teaching profession as an ideal profession for themselves compared to male candidates and that they are more eager to become teachers (Yalız, 2010).

Significant differences were observed in terms of the grade variable for the Alienation Scale powerlessness sub-dimensions (Table 3). Accordingly, average scores for the first-grade candidates were lower than the average scores for the third- and fourth-grade candidates. At the same time, average scores for the fourth-grade candidates were higher compared to those of the second- and third-grade candidates. In terms of the normlessness sub-dimension, a significant difference was found between the first and the fourth grades. Average scores for the first-grade candidates were lower than the average scores for the fourth-grade candidates. In terms of the isolation sub-dimension, significant differences were found in terms of the grade variable. It was found that the average scores for the first-grade candidates were lower compared to scores of the second-grade candidates and, in addition, the average scores of the their grade candidates were lower compared to the first-, second- and fourth-grade candidates' scores and the average scores for the fourth-grade candidates were lower than the average score of the second grade candidates.

In the meaninglessness sub-dimension, significant differences were found in terms of the grade variable. It was found that the average scores for the first-grade candidates were lower compared to those of the third- and fourth-grade candidates. Additionally, the average scores of the fourth-grade candidates were higher than the average scores for the second- and third-grade candidates. In terms of the total score obtained from the Alienation Scale, significant differences were observed in terms of the grade variable and alienation levels of the fourth-grade candidates, as the scores were higher than for the other three grade levels. In similar studies (Ataş & Ayık, 2013; Çağlar, 2013) similar results were obtained. In line with all of these findings, there was a parallel between high-grade levels and alienation levels. It is thought that an increase in the time spent by the student at school and in parallel, past experiences, affected this result.

When the means of the attitudes towards the physical education teaching profession scores in terms of the grade variable in Table 3 were examined, significant differences were observed. Accordingly, the attitudes of the fourth-grade candidates towards the physical education teaching profession were lower. Significant differences were observed in terms of the professional love dimension included in the Attitude Scale towards the physical education teaching profession sub-dimension, and the professional love levels of the fourth-grade candidates were lower compared to those of the first- and second-grade candidates.

Significant differences were observed in the professional concern dimension, which is another sub-dimension, and the concern levels of the first-grade candidates were lower compared to the candidates in other grades. Some studies supporting these findings are available (Akpınar et al., 2006; Çağlar, 2013; Durmuşoğlu et al., 2009; Pehlivan, 2010; Pektaş & Kamer, 2011). In the light of all these findings, the fact that the concern levels of the fourth-grade teachers increased in parallel with the teaching appointment system available in Turkey and that the attitudes of the teacher candidates changed in line with their lives and

experiences could provide an explanation for these results. Additionally, some studies that put forward different results (Aydın & Tekneci, 2013; Yalız, 2010) are available.

When the relationship between the Alienation Scale sub-dimensions and the sub-dimension of the attitudes towards the physical education teaching profession was examined (Table 4), it was found that there was a significant relationship between the sub-dimensions. Accordingly, there was a negatively weak relationship between the professional love sub-dimension and the powerlessness, normlessness and meaninglessness sub-dimensions and, in addition, that there was a positively weak relationship between professional love and isolation. In the light of these findings, it can be concluded that an increase in powerlessness, normlessness and meaninglessness levels affects professional love in a negative manner. These are expected results. Especially, when the teacher candidates feel that the content of the course and the curriculum are not sufficient to help them in preparing themselves for the job they will have in the future, the feeling of meaninglessness arises and it affects professional love in a negative manner. At the same time, it was observed that there was a negatively moderate relationship between the professional love dimension and professional concern dimension. This finding illustrated that an increase in professional concern adversely affected professional love. Furthermore, the fact that the professional concern dimension had a positively weak relationship between meaninglessness, normlessness and powerlessness and that it had a negatively weak relationship between isolation dimensions supports all the findings. Considering these findings, it can be concluded that professional concern and alienation concepts run in parallel and that these two concepts have negative effects on professional love. In addition, the fact that the variables constituting the alienation sub-dimension accounted for 5% of the total variance in the professional love dimension and accounted for 12% of the total variance in the professional concern dimension (Table 6), indicates that it is a significant predictor with regard to professional attitudes. The results of a similar study (Çağlar, 2013) support the results of this study. It may be said that all efforts to lessen the sense of alienation and the sense of meaningless in particular will positively influence professional love and attitudes towards the teaching profession.

Conclusion

Teacher candidates enter their first year with unrealistic expectations. They learn more about teaching, and they are faced with employment problems in the teaching profession in the fourth grade. Therefore, this can lead to an increase in feelings of alienation. Furthermore, the other alienation factors can be caused by the school administration and academicians.

In line with the abovementioned conclusions, the sense of alienation should be emphasized, prevented and avoided, as this would reduce professional concern, enhance professional love and thus, allow the candidates to develop positive attitudes towards the physical education teaching profession. It is believed that if teacher candidates, our future teachers, begin in their profession with positive attitudes, this will help them to perform their work in an efficient manner. Accordingly, the faculties and colleges for physical education teachers have a responsibility to create environments where the trainees will be able to minimize their feelings of alienation. The approaches to increase positive attitudes include an educational system that is goal-directed, one in which the opinions of the students are received and considered during decision-making, where many opportunities are provided to students within the school and where collaboration and interaction between students and academicians are facilitated. All these factors are considered as essential in providing an appropriate educational environment.

References

- Akpınar, E., Yıldız, E., & Ergin, Ö. (2006). Fen bilgisi öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 19, 56-62.
- Ataş, Ö., & Ayık, A. (2013). Preservice Teachers' School Alienation. *International Periodical for the Languages, Literature and History of Turkish or Turkic*, 8(8), 103-122.
- Aydın, A., & Tekneci, E. (2013). Attitudes towards profession and anxiety levels of education of mentally handicapped students. *Pegem Journal of Education & Instruction*, 3(2), 1-12.
- Bayhan, V. (1995). *Üniversite öğrencilerinde anomi, yabancılaşma*. Doctoral Dissertation, İnönü University in Malatya, Turkey.
- Brooks, J. S., Hughes, R.M., & Brooks, M. C. (2008). Fear and Trembling in the American High School Educational Reform and Teacher Alienation. *Educational Policy*, 22(1), 45-62. <http://dx.doi.org/10.1177/0895904807311296>
- Brown, M.R., Higgins, K., & Paulsen, K. (2003). Adolescent alienation: What is it and what can educators do about it? *Intervention in School and Clinic*, 39(1), 3-9. <http://dx.doi.org/10.1177/10534512030390010101>
- Carlson, T. B. (1995). We hate gym: Student alienation from physical education. *Journal of Teaching in Physical Education*, 14, 467-477.
- Chen, A. (1998). Meaningfulness in physical education: A description of high school students' conception. *Journal of Teaching in Physical Education*, 17, 285-306.
- Çağlar, Ç. (2012). Development of the student alienation scale (SAS). *Education & Science*, 37(166), 195-205.
- Çağlar, Ç. (2013). The relationship between the levels of alienation of the education faculty students and their attitudes towards the teaching profession. *Educational Science: Theory & Practice*, 13(3), 1507-1513.
- Dean, D. G. (1961). Alienation: Its meaning and measurement. *American Sociological Review*, 26(4), 753-758. <http://dx.doi.org/10.2307/2090204>
- Durmuşoğlu, M. C., Yanık, C., & Akkoyunlu, B. (2009). Turkish and Azerbaijani prospective teachers' attitudes to their profiles. *Hacettepe University Journal of Education*, 36, 76-86.
- Erbaş, M.K., & Ünlü, H. (2012). Opinions of physical education teachers about lessons during the preparation for teaching. *Nigde University Journal of Physical Education And Sport Sciences*, 6(2), 200-206.
- Eryılmaz, A., & Burgaz, B. (2011). Levels of organizational alienation of private and public high school Teachers. *Education & Science*, 36(161), 271-286.
- Fromm, E. (1992). *Marx'ın insan anlayışı*. (Ed: K. H. Ökten). Istanbul: Arıtan Yayınevi.
- Green, B.S.R., & Johns E.A. (1966). *An introduction to sociology*. New York: Pergamon Press.
- Halas, J. (2002). Engaging alienated youth in physical education: An alternative program with lessons for the traditional class. *Journal of Teaching in Physical Education*, 21, 267-286.
- Kağıtçıbaşı, Ç. (2010). *Yeni insan ve insanlar*. İstanbul: Evrim.
- Kahyaoğlu, M., Tan, Ç., & Kaya, M. F. (2013). Preservice teachers' learning styles and attitude towards teaching profession. *Mustafa Kemal University Journal of Social Sciences Institute*, 10(21), 225-236.
- Karasar, N. (2014). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayınları.

- Klomegah, R. Y. (2006). Social factors relating to alienation experienced by international students in the United States. *College Student Journal*, 40(2), 1-10.
- Kunkel, R. C., Thompson, J. C., & McElhinney, J. H. (1973). *School related alienation perceptions of secondary school students*. Paper presented at American Educational Research Association 57th Annual Meeting, New Orleans, Louisiana, USA.
- Mann, S. J. (2001). Alternative perspectives on the student experience: Alienation and engagement. *Studies in Higher Education*, 26(1), 7-19.
<http://dx.doi.org/10.1080/03075070020030689>
- Mau, R. Y. (1992). The validity and devolution of a concept: Student alienation. *Adolescence*, 27(107), 731-741.
- Nettler, G. (1957). A measure of alienation. *American Sociological Review*, 22(6), 670-677.
<http://dx.doi.org/10.2307/2089196>
- Newmann, F. M. (1981). Reducing student alienation in high schools: Implication of theory. *Harvard Educational Review*, 51(4), 546-564.
- Pehlivan, Z. (2010). Analysis of physical self-perceptions of physical education teacher candidates and their attitudes toward teaching profession. *Education & Science*, 35(156), 126-141.
- Pektaş, M., & Kamer, T. (2011). Fen bilgisi öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları. *Türk Eğitim Bilimleri Dergisi*, 9(4), 892-850.
- Polat, S. (2013). Investigating the attitudes of students from pedagogical formation certificate programs and faculties of education on the profession of teaching. *E-International Journal of Educational Research*, 4(2), 48-60.
- Roig, M., & Neaman, M. A. W. (1994). Alienation, learning or grade orientation, and achievement as correlates of attitudes toward cheating. *Perceptual and Motor Skills*, 78(3), 1096-1098. <http://dx.doi.org/10.2466/pms.1994.78.3c.1096>
- Seeman, M. (1959). On the meaning of alienation. *American Sociological Review*, 24(6), 783-791. <http://dx.doi.org/10.2307/2088565>
- Sidorkin, A. M. (2004). In the event of learning: Alienation and participative thinking in education. *Educational Theory*, 54(3), 251-262. <http://dx.doi.org/10.1111/j.0013-2004.2004.00018.x>
- Spencer-Cavaliere, N., & Rintoul, M. A. (2012). Alienation in physical education from the perspectives of children. *Journal of Teaching in Physical Education*, 31, 344-361.
- Sünbül, A. M. (2001). Bir meslek olarak öğretmenlik. In Ö. Demirel & Z. Kaya (Eds.), "Öğretmenlik mesleğine giriş" (pp223-254). Ankara: Pegem.
- Şimşek, H., Balay, R., & Şimşek, S. (2012). Alienation from work of elementary school teachers. *Journal of Educational Science Research*, 2(1), 53-72.
- Şirin, E. F. (2009). The search of the physical education teachers work alienation level according to some variables. *Celal Bayar Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 4(4), 164-177.
- Temel, C., Mirzeoğlu, N., & Mirzeoğlu, D. A. (2013). An investigation of physical education teachers' work alienation level according to some variables. *International Journal of Academic Research*, 5(4), 502-508. <http://dx.doi.org/10.7813/2075-4124.2013/5-4/B.71>
- Tunçeli, H. I. (2013). The relationship between candidate teachers' communication skills and their attitudes towards teaching profession (Sakarya University Sample). *Pegem Journal of Education & Instruction*, 3(3), 51-58.
- Ünlü, H. (2011). Developing an Attitude scale for the profession of physical education teaching (ASPPET). *Educational Sciences: Theory & Practice*, 11(4), 2005-2020.

- Williamson, I., & Cullingford, C. (1998). Adolescent alienation: Its correlates and consequences. *Educational Studies Journal*, 24(3), 211-333.
<http://dx.doi.org/10.1080/0305569980240306>
- Yalız, D. (2010). Comparison attitudes towards teaching profession of students in the department of physical education and sport teaching at Anadolu University. *Celal Bayar Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 5(1), 7-14.
- Yılmaz, S., & Sarpkaya, P. (2009). Eğitim örgütlerinde yabancılaşma ve yönetimi. *Uluslararası İnsan Bilimleri Dergisi*, 6(2), 314-333.
- YOK [Higher Education Institution]. (2007). *Öğretmen yetiştirme ve eğitim fakülteleri*. Ankara: Yükseköğretim Kurulu Yayınları.