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Investigation of the Relationship between Liking of Children Levels and Attitudes Toward Teaching Profession of Physical Education Teachers

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ABSTRACT

This study examines the relationship between liking of children levels and attitudes toward teaching profession of permanent and contracted physical education teachers working in public schools within the Malatya Directorate of National Education, Turkey, in the 2021-2022 education period. In our study, age, gender, marital status, years of professional seniority, educational status, having children, and workplace locality were also examined in terms of subscales. 103 physical education teachers voluntarily participated in the study. The “Attitudes Toward Teaching Profession” scale developed by Demirel and Ünişen in 2015, the “Barnett Liking of Children” scale developed by Barnett and Sinsini in 1990 and adapted into Turkish by Duyan and Gelbal in 2008, and a personal information form were applied to the teachers who participated in the study based on volunteerism. Quantitative research methods and techniques were used in this study. The correlational survey model, one of the general surveying models, was used. Prior to analysis, data underwent a normality test confirming a normal distribution. Pairwise comparisons were assessed using Independent Samples t-test, and three-or-more-sample comparisons utilized One-Way Analysis of Variance (ANOVA). The Tukey test identified specific group differences in significant outcomes. The study revealed no significant difference in liking of children concerning the variables examined. Nonetheless, significant disparities were noted in attitudes toward teaching based on gender, marital status, parental status, age, and professional experience. Ultimately, a weak, positive linear correlation was identified between physical education teachers’ liking of children and their attitudes toward teaching.

Keywords: Child, Love, Physical Education Teacher, Professional Attitude, Teacher Attitude



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INTRODUCTION

Every living thing wants to be loved and to know that it is loved. For children, love is as important as needs such as shelter, nutrition, and protection. A large part of human life is spent in schools. Therefore, the teacher is one of the most important people in a child's life. For this reason, it is critical and even essential for teachers to have love for children and to make their students feel their love for children (Özkal, 2020). Research shows that love for children is one of the important factors affecting the preference for the teaching profession (Kabaklı Çimen, 2015). Teachers' love for children, making them feel this love, and taking care of children minimizes discipline problems and ensures that the lesson is taught with pleasure (Ergün & Özdaş, 1999). When the studies conducted with teachers on the subject of child love are examined, it is seen that these studies are mainly conducted for preschool and classroom teaching branches. However, love is one of the basic needs of students at all levels (Turan & Yılmaz, 2019). In fact, children's love needs are not limited to their parents at home and teachers at school. Children need love and to feel loved in every aspect of life. One of the biggest proofs of this situation is that many professional groups other than the teaching profession also conduct studies on child love. When the studies conducted in all professional groups are examined, it is seen that the studies are mostly conducted in the nursing profession.

Attitude is an important concept that enables children to make sense of the feelings shown to them by the adults and teachers they deal with. In fact, the concept of attitude is used to explain people's behavior. Attitude is defined as the sum of feelings, thoughts, and beliefs that an individual forms about people or objects, good or bad (Recepoglu, 2013). Teachers' attitudes toward their profession are reflected in their behaviors and classroom environment. This situation affects the personality development of students, the quality of education, and the teacher-student relationship. Therefore, teachers' attitudes toward their profession should be positive (Semerci & Semerci, 2004). The determinant of teachers' attitudes toward their profession is the level of acceptance of the society. At this point, there is a reciprocal and interesting relationship between the acceptance level of society and teachers' attitudes toward their profession. Because the most important factor affecting the acceptance level of society is the attitude of the teacher toward his/her profession. One of the most important factors that shape people's lives is their profession. This is because choosing a profession that is suitable for one's temperament and character will help one to have a positive attitude toward his/her profession and thus to be happy, and doing a job that makes him/her happy will benefit the development of society. In addition, a person's attitude toward his/her profession will also affect the way he/she performs his/her profession and the tasks required by his/her profession (Uğurlu & Polat, 2011). Also the approach of servant leadership plays a crucial role in maintaining consistent education and enhancing its quality (Katitaş, Doğan, & Yıldız, 2022).

The concept of attitude is, of course, not a concept that concerns only teachers. When the studies on this subject were examined, it was seen that the attitudes of many professional groups toward their professions besides teaching were examined. Studies examining the attitudes of physical education teachers toward their profession were conducted with senior undergraduate students. Therefore, this study, which was conducted with the participation of physical education teachers who have graduated and gained work experience by working in the field, is important because it is one of the few studies on the matter and fills a gap in the literature.

Studies in this field showed that love for children is related to teachers' attitudes toward their profession. However, there are not many academic studies in which these two concepts are combined in terms of physical education teachers. For this reason, this study, which examines the relationship between physical education teachers' liking of children and their attitudes toward teaching, is important in terms of taking its place among the few studies

in the literature. The concepts of Liking of children and attitudes toward the teaching profession are as important for physical education teachers as they are for all branches. It is thought that physical education teachers, who are one of the most mentally and physically active lessons for children, should have positive attitudes toward their profession and love for children.

It is thought that the findings to be obtained as a result of the study will guide the students who want to study physical education teaching department in terms of professional preference, and it will be useful for the Ministry of National Education to add new criteria related to love for children and professional attitude to the teacher appointment regulation by taking into account the results of the current study and similar studies. For these reasons, the current study has an importance.

The current study aims to examine the relationship between the level of liking of children and attitudes toward the teaching profession of permanent and contracted physical education teachers working in public schools within the Ministry of National Education (MoNE) in Malatya during the 2021-2022 education period. The study also examines the effects of marital status, gender, having children, educational status, age, workplace locality, and professional seniority on physical education teachers' liking of children level and attitude toward the teaching profession according to these variables.

When similar studies conducted with the teaching profession and other professional groups were examined, it was found that love for children predominantly affects the attitude toward the profession. Thus, one of the aims of this study is to emphasize that physical education teachers' love for children is one of the factors affecting their attitudes toward their profession considering the data to be obtained. Teaching is a profession that is intertwined with children and it is predicted that the attitude of the teacher toward his/her profession will be proportional to the love of children. For this reason, it is thought that people who prefer the teaching profession should first consider this factor.

The problem statement of the research is the question, "Is there a significant relationship between physical education teachers' liking of children level and their attitudes toward the teaching profession?"

The research assumptions are that the physical education teachers who participated in the study provided accurate and truthful answers to the measurement tools used in the study and that the size of samples in the study represents the population.

METHOD

Research Design

In this study, quantitative research methods and techniques were utilized to examine the relationship between physical education teachers' liking of children level and their attitudes toward the teaching profession. The correlational surveying model was used in our study and the correlational surveying model is one of the general surveying models (Büyüköztürk, 2008).

Population and Sample

The population of the study consists of 504 permanent and contracted physical education teachers working in the Malatya Directorate of National Education (DNE) in the 2021-2022 education period. A random sampling method was used while forming study sample. The sample of the study consisted of 103 physical education teachers working in Malatya DNE, who were reached by the random sampling method.

Data Collection Tools & Process

In this study, two measurement tools were applied to the participants. The first measurement tool is the “Attitudes Toward Teaching Profession Scale (ATTPS)”, the reliability and validity study of which was conducted by Demirel and Ünişen in 2015, and the second measurement tool is the “Barnett Liking of Children (BLC)” developed by Barnett and Sinsini in 1990 and adapted into Turkish by Duyan and Gelbal in 2008. Along with these two measurement tools, the “Demographic Information Form” developed to reach the variables about the participants was applied.

The data collection tools were organized in a single form via Google Forms and sent to the participants via email. The delivery of the data collection tools to the participants as an internet-based online form enabled the data to be transferred to the analysis software accurately and quickly and had significant benefits in terms of cost.

Table 1. Participants’ Demographic Information

Variable		n	%
Gender	Male	78	75.7
	Female	25	24.3
	Total	103	100
Marital Status	Single	16	15.5
	Married	87	84.5
	Total	103	100
Having a Child	Yes	75	72.8
	No	28	27.2
	Total	103	100
Age	21-30	9	8.7
	31-40	43	41.7
	41-50	46	44.7
	51 and above	5	4.9
	Total	103	100
Educational Status	Undergraduate	85	82.5
	Master’s Degree	16	15.5
	PhD	2	1.9
	Total	103	100
Workplace Locality	Province Center	46	44.7
	District Center	41	39.8
	Village	16	15.5
	Total	103	100
Professional Seniority	1-5 years	15	14.5
	6-10 years	24	23.3
	11-15 years	26	25.2
	16-20 years	23	22.5
	21 years and above	15	14.5
	Total	103	100

The majority of the 103 participants are male (75.7%), married (84.5%), have a child (72.8%), fall within the age range of 41-50 (44.7%), hold an undergraduate degree (82.5%), work in a province center (44.7%), and have professional seniority distributed fairly evenly across various ranges, with the 11-15 years group being slightly more represented (25.2%).

Data Analysis

Descriptive statistics were used to find the frequencies and percentages of the data. For the data analyses, SPSS 22.0 package software was used. Before analyzing the data, a normality test was performed. After checking the skewness and kurtosis values, and since the skewness and kurtosis values were between +1.5 and -1.5 according to Table 1, it was accepted that the distribution of the data was normal (Tabachnick et al. 2007). Due to the normal distribution of the data, the Independent Samples t-test was used for pairwise comparisons and the One-Way Analysis of Variance (ANOVA) test was used for three or more comparisons. In significant results, the Tukey test, one of the Post-Hoc tests, was applied to determine which group the difference originated from. Pearson correlation test was applied to determine the relationship between physical education teachers' liking of children level and their attitudes toward teaching.

Table 2. Normality Test Results

Scale	Subscale		Statistics
Attitude Toward Teaching Profession	Appreciating	\bar{X}	3.475
		Sd	1.301
		Skewness	-0.507
		Kurtosis	-0.931
	Occupational Burnout	\bar{X}	3.650
		Sd	1.149
		Skewness	-0.629
		Kurtosis	-0.742
	Indifference	\bar{X}	3.870
		Sd	1.337
		Skewness	-1.072
		Kurtosis	-0.233
Openness to Professional Development	\bar{X}	3.820	
	Sd	1.295	
	Skewness	-1.049	
	Kurtosis	-0.086	
Attitude Toward Teaching Profession Total	\bar{X}	3.704	
	Sd	1.186	
	Skewness	-0.854	
	Kurtosis	-0.448	
Liking of Children	Liking of Children	\bar{X}	6.353
		Sd	0.599
		Skewness	-1.217
		Kurtosis	1.054

According to Table 1, since the skewness and kurtosis values are between +1.5 and -1.5, it is accepted that the distribution of the data exhibits normality.

FINDINGS

In this section, the findings obtained within the framework of the study were presented.

Table 3. t-Test Results According to Participants' Gender

Scale/Subscale	Gender	N	\bar{X}	Sd.	t	p
Appreciating	Male	78	3.39	1.33	-1.050	0.269
	Female	25	3.71	1.17		
Occupational Burnout	Male	78	3.50	1.17	-2.660	0.010
	Female	25	4.11	0.93		
Indifference	Male	78	3.69	1.39	-2.819	0.007
	Female	25	4.40	0.97		
Openness to Professional Development	Male	78	3.70	1.34	-1.562	0.122
	Female	25	4.17	1.09		
Attitude Toward Teaching Profession Total	Male	78	3.57	1.23	-2.255	0.028
	Female	25	4.10	0.92		
Liking of Children	Male	78	6.32	0.60	-0.771	0.443
	Female	25	6.43	0.58		

According to Table 3, there was a significant difference between physical education teachers' attitudes toward their profession and gender status ($p=0.028$, $p<0.05$). There was no significant difference between the liking of children level and gender status ($p=0.443$, $p>0.05$).

Table 4. t-Test Results According to Participants' Marital Status

Scale/Subscale	Marital Status	N	\bar{X}	Sd.	t	p
Appreciating	Married	87	3.61	1.27	2.546	0.012
	Single	16	2.73	1.25		
Occupational Burnout	Married	87	3.70	1.10	1.204	0.231
	Single	16	3.33	1.35		
Indifference	Married	87	4.00	1.26	2.414	0.018
	Single	16	3.14	1.53		
Openness to Professional Development	Married	87	3.97	1.18	2.466	0.024
	Single	16	2.96	1.55		
Attitude Toward Teaching Profession Total	Married	87	3.82	1.13	2.476	0.015
	Single	16	3.04	1.29		
Liking of Children	Married	87	6.38	0.59	1.176	0.242
	Single	16	6.19	0.63		

According to Table 4, there was a significant difference between physical education teachers' attitudes toward their profession and marital status ($p=0.015$, $p<0.05$). There was no significant difference between marital status and the liking of children level ($p=0.242$, $p>0.05$).

Table 5. t-Test Results According to Participants' Having Children Variable

Scale/Subscale	Having Children	N	\bar{X}	Sd.	t	p
Appreciating	Yes	75	3.65	1.23	2.270	0.025
	No	28	3.00	1.36		
Occupational Burnout	Yes	75	3.77	1.07	1.795	0.076
	No	28	3.32	1.29		
Indifference	Yes	75	4.06	1.21	2.288	0.027
	No	28	3.33	1.51		
Openness to Professional Development	Yes	75	4.03	1.14	2.534	0.015
	No	28	3.24	1.50		
Attitude Toward Teaching Profession Total	Yes	75	3.88	1.08	2.577	0.012
	No	28	3.22	1.32		
Liking of Children	Yes	75	6.39	0.57	1.126	0.263
	No	28	6.24	0.66		

According to Table 5, there was a significant difference between physical education teachers' attitudes toward the teaching profession and having children ($p=0.012$, $p<0.05$). There was no significant difference between the liking of children level and having children ($p=0.263$, $p>0.05$).

Table 6. ANOVA Results According to Participants' Age

Scale/Subscale	Age	N	\bar{X}	Sd.	F	p	Sig.
Appreciating	21-30 years (a)	9	2.62	1.14	2.947	0.037	-
	31-40 years (b)	43	3.44	1.21			
	41-50 years (c)	46	3.76	1.29			
	51 years and above (d)	5	2.60	1.64			
	Total	103	3.47	1.30			
Occupational Burnout	21-30 years (a)	9	3.16	1.25	2.334	0.079	-
	31-40 years (b)	43	3.67	1.08			
	41-50 years (c)	46	3.83	1.09			
	51 years and above (d)	5	2.63	1.59			
	Total	103	3.65	1.14			
Indifference	21-30 years (a)	9	2.96	1.44	3.129	0.029	-
	31-40 years (b)	43	3.97	1.35			
	41-50 years (c)	46	4.06	1.14			
	51 years and above (d)	5	2.76	1.80			
	Total	103	3.87	1.33			
Openness to Professional Development	21-30 years (a)	9	2.75	1.58	3.805	0.013	a<c
	31-40 years (b)	43	3.78	1.26			
	41-50 years (c)	46	4.14	1.07			
	51 years and above (d)	5	3.10	1.94			
	Total	103	3.82	1.29			

Attitude Toward Teaching Profession Total	21-30 years (a)	9	2.87	1.13			
	31-40 years (b)	43	3.71	1.16			
	41-50 years (c)	46	3.95	1.07	3.374	0.021	-
	51 years and above (d)	5	2.77	1.69			
	Total	103	3.70	1.18			
Liking of Children	21-30 years (a)	9	6.11	0.56			
	31-40 years (b)	43	6.29	0.64			
	41-50 years (c)	46	6.45	0.55	1.091	0.356	-
	51 years and above (d)	5	6.27	0.61			
	Total	103	6.35	0.59			

According to Table 6, there was a significant difference between physical education teachers' attitudes toward their profession and age status ($p=0.021$, $p<0.05$). There was no significant difference between the liking of children level and age status ($p=0.356$, $p>0.05$).

Table 7. ANOVA Results According to Participants' Educational Status

Scale/Subscale	Educational Status	N	\bar{X}	Sd.	F	p	Sig.
Appreciating	Undergraduate	85	3.41	1.37			
	Master's Degree	16	3.79	0.84			
	PhD	2	3.54	0.64	0.563	0.571	-
	Total	103	3.47	1.30			
Occupational Burnout	Undergraduate	85	3.61	1.19			
	Master's Degree	16	3.79	0.79			
	PhD	2	3.91	0.35	0.206	0.814	-
	Total	103	3.65	1.14			
Indifference	Undergraduate	85	3.82	1.38			
	Master's Degree	16	4.14	1.14			
	PhD	2	3.66	0.70	0.410	0.665	-
	Total	103	3.87	1.33			
Openness to Professional Development	Undergraduate	85	3.77	1.34			
	Master's Degree	16	4.07	1.06			
	PhD	2	3.62	0.88	0.384	0.682	
	Total	103	3.82	1.29			
Attitude Toward Teaching Profession Total	Undergraduate	85	3.65	1.23			
	Master's Degree	16	3.95	0.94			
	PhD	2	3.68	0.64	0.408	0.666	-
	Total	103	3.70	1.18			
Liking of Children	Undergraduate	85	6.39	0.59			
	Master's Degree	16	6.18	0.57			
	PhD	2	5.92	0.90	1.327	0.270	-
	Total	103	6.35	0.59			

According to Table 7, no significant difference was found between physical education teachers' attitudes toward their profession and educational status ($p=0.666$, $p>0.05$). There was no significant difference between the liking of children level and educational status ($p=0.270$, $p>0.05$).

Table 8. ANOVA Results According to the Participants' Workplace Locality

Scale/Subscale	Workplace Locality	N	\bar{X}	Sd.	F	p
Appreciating	Province Center	46	3.61	1.23	0.78	0.476
	District Center	41	3.28	1.32		
	Village	16	3.55	1.43		
	Total	103	3.47	1.30		
Occupational Burnout	Province Center	46	3.89	1.23	1.592	0.209
	District Center	41	3.80	1.42		
	Village	16	3.96	1.46		
	Total	103	3.87	1.33		
Indifference	Province Center	46	3.89	1.23	0.091	0.914
	District Center	41	3.80	1.42		
	Village	16	3.96	1.46		
	Total	103	3.87	1.33		
Openness to Professional Development	Province Center	46	3.91	1.10	0.379	0.686
	District Center	41	3.68	1.48		
	Village	16	3.90	1.33		
	Total	103	3.82	1.29		
Attitude Toward Teaching Profession Total	Province Center	46	3.77	1.10	0.553	0.577
	District Center	41	3.55	1.28		
	Village	16	3.86	1.19		
	Total	103	3.70	1.18		
Liking of Children	Province Center	46	6.32	0.61	0.191	0.826
	District Center	41	6.39	0.59		
	Village	16	6.32	0.59		
	Total	103	6.35	0.59		

According to Table 8, no significant difference was found between physical education teachers' attitudes toward their profession and the workplace locality ($p=0.577$, $p>0.05$). There was no significant difference between the liking of children level and the workplace locality ($p=0.191$, $p>0.05$).

Table 9. ANOVA Results According to Participants' Years of Professional Seniority

Scale/Subscale	Professional Seniority	N	\bar{X}	Sd.	F	p	Sig.
Appreciating	1-5 years(a)	15	2.37	1.30	3.690	0.008	a<b a<c a<d
	6-10 years(b)	24	3.76	1.05			
	11-15 years(c)	26	3.74	1.08			
	16-20 years(d)	23	3.61	1.42			
	21 years and above(e)	15	3.43	1.37			
	Total	103	3.47	1.30			
Occupational Burnout	1-5 years(a)	15	2.80	1.29	3.229	0.016	a<b a<c
	6-10 years(b)	24	3.97	0.96			
	11-15 years(c)	26	3.92	0.90			
	16-20 years(d)	23	3.53	1.17			
	21 years and above(e)	15	3.67	1.30			
	Total	103	3.65	1.14			
	1-5 years(a)	15	2.61	1.54	5.024	0.001	a<b a<c
	6-10 years(b)	24	4.28	1.18			

Indifference	11-15 years(c)	26	4.21	0.94			a<d
	16-20 years(d)	23	3.86	1.24			
	21 years and above(e)	15	3.86	1.45			
	Total	103	3.87	1.33			
Openness to Professional Development	1-5 years(a)	15	2.48	1.57			
	6-10 years(b)	24	4.15	1.03			a<b
	11-15 years(c)	26	4.05	1.04	5.713	0.000	a<c
	16-20 years(d)	23	4.06	1.02			a<d
	21 years and above(e)	15	3.83	1.44			a<e
	Total	103	3.82	1.29			
Attitude Toward Teaching Profession Total	1-5 years(a)	15	2.56	1.29			
	6-10 years(b)	24	4.04	0.97			a<b
	11-15 years(c)	26	3.98	0.92	5.008	0.001	a<c
	16-20 years(d)	23	3.77	1.12			a<d
	21 years and above(e)	15	3.70	1.32			a<e
	Total	103	3.70	1.18			
Liking of Children	1-5 years(a)	15	6.26	0.52			
	6-10 years(b)	24	6.41	0.64			
	11-15 years(c)	26	6.35	0.62	0.227	0.923	
	16-20 years(d)	23	6.29	0.69			
	21 years and above(e)	15	6.40	0.40			
Total	103	6.35	0.59				

According to Table 9, a significant difference was found between physical education teachers' attitudes toward their profession and years of professional seniority ($p=0.001$, $p<0.05$). There was no significant difference between the liking of children level and professional seniority ($p=0.923$, $p>0.05$).

Table 10. The Relationship between Physical Education Teachers' Liking of children level and Their Attitudes toward Teaching

Scale	N	r	P
Attitude Toward Teaching Profession Total	103	0.309	0.002
Liking of Children			

According to the results of the Pearson correlation test conducted to determine the relationship between physical education teachers' liking of children level and their attitudes toward teaching, a weak, positive linear relationship was found between physical education teachers' liking of children level and their attitudes toward teaching ($r=0.309$, $p=0.002$).

DISCUSSION

According to the results of the t-test, there was no significant difference between the gender status of physical education teachers and the liking of children level ($p=0.443$, $p>0.05$). In line with these results, physical education teachers have love for children regardless of gender. In Ceylan's (2017) study with kindergarten teachers and Kapucu's (2019) study with kindergarten teachers, the results obtained in terms of the liking of children level and gender variable did not demonstrate a significant difference in parallel with the current study.

According to the results of the t-test, a significant difference was found between the gender status of physical education teachers and their attitudes toward the teaching profession ($p=0.028$, $p<0.05$). When we examined the results between the attitudes of physical education teachers toward the teaching profession and gender variables, the attitudes of female physical

education teachers toward the teaching profession are at a higher level than male physical education teachers. The reason for this can be interpreted as the fact that female physical education teachers have also adopted the idea that the teaching profession is more suitable for women according to the general social opinion. In addition, since female teachers see their students as their children with their maternal instincts, they may see their profession not as a job but as a motherly duty. Unlike other professions, since teaching has a working and vacation schedule that allows women to spend time at home and with their families, women may see themselves as advantageous when they compare themselves with other professional groups. Demir Sarier's (2020) study with teachers of all branches and levels and Üzüm's (2019) study with prospective physical education teachers found a significant difference between teachers' attitudes toward the teaching profession and the gender variable in parallel with the current study, with higher scores of female participants.

According to the t-test results, there was no significant difference between the marital status variable and the liking of children level ($p=0.242$, $p>0.05$). In terms of the results obtained, regardless of the marital status of physical education teachers, their liking of children level is not affected and their liking of children happy and high. Kömbeci's (2021) study with preschool teachers and Çağlayan Akça's (2019) study with secondary school teachers did not find a significant difference between marital status and love for children in parallel with the current study.

According to the t-test, there was a significant difference between the marital status variable of physical education teachers and their attitudes toward the teaching profession ($p=0.015$, $p<0.05$). The scores of married participants were higher than the scores of single participants. The reason for this situation is that married teachers have more positive attitudes toward their profession due to the responsibilities of the institution of marriage. The findings of Kardeşoğlu Ersoy (2020) in his study with primary school mathematics teachers and Korkmaz and Sadık (2011) in their studies with teachers working in primary schools are parallel to the current research and they did not find a significant difference between teachers' attitudes toward teaching profession and marital status variable.

According to the data obtained as a result of the t-test, there was no significant difference between the variable of having children and the liking of children level of physical education teachers ($p=0.263$, $p>0.05$). In terms of the results obtained, physical education teachers' having children variable does not affect their liking of children level and their liking of children level is high. Ataş (2020) obtained the same results in his study with preschool teachers and Ceylan (2017) obtained the same results in his study with kindergarten teachers and found no significant difference between the liking of children level and the variable of having children.

According to the data obtained as a result of the t-test, a significant difference was found between the variable of having children and the attitudes of physical education teachers toward the teaching profession ($p=0.012$, $p<0.05$). Participants with children received higher scores than participants without children. Since teachers with children are more experienced in terms of relationships with children than teachers without children, it can be said that their scores are higher than single teachers. The findings of Şahin (2010) in his study with preschool teachers are in parallel with the current study and a significant difference was found between the participants' attitudes toward the teaching profession and the variable of having children.

According to the results of the ANOVA test, there was no significant difference between the age variable of physical education teachers and the liking of children level ($p=0.356$, $p>0.05$). The results obtained can be interpreted as that physical education teachers of all age groups have love for children. The findings of Ayeş Aslan's (2018) study conducted with 3rd-4th grade students studying in preschool teaching and classroom teaching at Ağrı İbrahim

Çeçen University did not find a significant difference between the age variable and the liking of children level in parallel with the current study.

According to the results of the ANOVA test, a significant difference was found between the age variable of physical education teachers and their attitudes toward the teaching profession ($p=0.021$, $p<0.05$). It was seen that the highest score was obtained by the participants between the ages of 41-50 and the lowest score was obtained by the participants aged 51 and above. Participants aged 51 years and above had the lowest scores in the subscales of appreciating and professional burnout and attitude toward the teaching profession scale, which can be said to be due to professional fatigue and burnout. It is seen that the lowest score in the subscales of openness to professional development was obtained by the participants between the ages of 21-30. The reason for this situation can be explained as the fact that this age group consists of teachers who have recently graduated from school, who are full of up-to-date information in terms of knowledge and skills, and who consider themselves sufficient in terms of professional development for this reason. The findings of Demir Sarier (2020) in his study with teachers of all branches and levels and Tarım (2020) in his study with classroom teachers found significant differences between teachers' attitudes toward their profession and the age variable in parallel with the current study.

According to the data obtained as a result of the ANOVA test, there was no significant difference between the educational status variable of physical education teachers and the liking of children level ($p=0.270$, $p>0.05$). In Kömbeci's (2021) study with preschool teachers and Tural Büyük et al.'s (2014) study with nurses working in the adult and pediatric departments, the findings obtained in parallel with the current research did not find a significant difference between the liking of children level and the educational status variable.

According to the results of the ANOVA test, no significant difference was found between the educational status variable of physical education teachers and their attitudes toward the teaching profession ($p=0.666$, $p>0.05$). According to the findings obtained, it can be interpreted that physical education teachers, regardless of their level of education, leave their titles outside the school gate when they enter the school gate. For this reason, their titles do not affect their attitudes toward the teaching profession. Bozca (2015) in his study with the participation of teachers from all levels and Gülüm (2019) in his study with physical education and sports teachers did not find a significant difference between the educational variable and professional attitude.

According to the data obtained as a result of the ANOVA test, there was no significant difference between the liking of children level and workplace locality of the physical education teachers ($p=0.826$, $p>0.05$). According to the findings obtained, physical education teachers have love for children whether they work in the village or the provincial center. In Kapucu's (2019) study with preschool teachers, Kömbeci's (2021) study with preschool teachers, and Turan and Yılmaz'ın (2019) study with pre-service social studies teachers, they concluded that there was no significant difference between the workplace locality variable and the love for children.

According to the results of the ANOVA test, there was no significant difference between the workplace locality of physical education teachers and their attitudes toward the teaching profession ($p=0.577$, $p>0.05$). In line with the results we obtained from about childce locality does not affect the professional attitudes of physical education teachers. The findings obtained by Tarım (2020) in his study with classroom teachers and İpek and İpek (2015) in their study with classroom and pre-school teachers did not find a significant difference between the attitudes of teachers toward the teaching profession and the workplace locality variable in parallel with the current study.

According to the results of the ANOVA test, there was no significant difference between the participants' professional seniority variable and the liking of children level ($p=0.923$, $p>0.05$). According to the results obtained, physical education teachers have love for children regardless of their years of professional seniority. The findings obtained by İnan (2021) in his study with preschool teachers and Ataş (2020) in his study with preschool teachers did not find a significant difference between the variable of professional seniority and love for children in parallel with the current study.

According to the results of the ANOVA test, a significant difference was found between the professional seniority variable of physical education teachers and their attitudes toward the teaching profession ($p=0.001$, $p<0.05$). In line with the results obtained, the professional seniority of physical education teachers affects their professional attitude. It can also be said that the reason for this is the lack of experience in the early years of the profession, and as the experience increases, the attitude toward the profession turns positive. After the 5th year, the situation between the attitudes of physical education teachers toward the teaching profession and the professional seniority variable has stabilized. In the early years of the profession, the realization that the physical education course does not receive the value it deserves in society can also be said to be the reason for these results. The findings of Dayı (2022) in his study with physical education teachers and Altay (2021) in his study with classroom teachers found a significant difference between the attitudes of teachers toward the teaching profession according to the professional seniority variables in parallel with the current research.

According to the results of the Pearson correlation test conducted to determine the relationship between physical education teachers' liking of children level and their attitudes toward teaching, a weak, positive linear correlation was found between physical education teachers' liking of children level and their attitudes toward teaching ($r=0.309$, $p=0.002$). Teaching is a child-centered profession, and love for children is a fundamental part of the teaching profession. For this reason, it can be considered as a natural result that the teacher's professional attitude and love for children are related to each other. As a result of our findings, we can say that as the liking of children level increases, the attitude score toward the profession increases, and as the liking of children level decreases, the attitude score toward the profession decreases. It can be said that love for children is one of the important factors that should be taken into consideration when choosing a teaching profession. A teacher who is intertwined with children all day and does not have a love for children cannot be expected to have a positive attitude toward his/her profession. Physical education classes are courses where children are taught to love sports, to accept losing with calmness, to experience the joy of winning without offending their opponents, and where cooperation, socialization, and mobility are at high levels. If the teacher of such a course does not have a love for children, it will both affect his/her professional attitude and cause many gains that should be gained by children to be incomplete. We can say that our findings show that physical education teachers' love for children and their professional attitudes are a whole. Kuşçu et al. (2015) found a moderate and positive significant relationship between attitude toward the teaching profession and love for children ($r=0.379$, $p=0.000$). Ayeş Aslan (2018) conducted a study with third and fourth-grade preschool and classroom teaching students and found a moderate and positive significant relationship between attitude toward the teaching profession and love for children ($r=0.46$, $p=0.01$). Kömbeci (2021) found a positive and moderately significant relationship between attitudes toward the teaching profession and love for children in his study with preschool teachers ($r=0.474$, $p<.01$). Çağlayan Akça (2019) found a high and positive significant relationship between attitudes toward teaching profession and love for children in his study with secondary school teachers ($r=0.548$, $p=0.00$).

Conclusion

As a result of the literature review, a positive linear relationship was observed between teachers' professional attitudes and love for children. According to the results, the teaching profession and love for children are a whole and that teachers in all branches have love for children regardless of branch.

Limitations

The research was limited to a survey answered by 103 contracted and permanent physical education teachers working in public schools within the Ministry of Education in the 2021-2022 academic year in Malatya province, with voluntary participation.

Recommendation

Since studies on professional attitudes in the field of physical education have been conducted mostly on senior students studying in the physical education teaching department, more studies can be done on the professional attitudes of physical education teachers who have graduated from university and started working. More studies can be done on physical education teachers' love for children. A study can be conducted on physical education teachers working at different levels and compared. Social studies can be carried out to ensure that physical education teachers feel and see the value they deserve in society. In line with the results we obtained in our study, in-service training can be conducted to positively increase the professional attitudes of male physical education teachers.

In other studies, the number of participants may be increased and different variables may be used. In order to increase the positive attitudes of physical education teachers who are new to the profession, internship studies at universities can be rearranged to prepare for the first years of the profession. An interview category can be added to the aptitude test for physical education and sports teaching at universities to measure prospective students' love for children and their professional attitudes. Seminars and in-service trainings on love for children and professional attitudes can be organized for teachers and teacher candidates in institutions.

Before the appointment of teachers, the Ministry of National Education may conduct a series of tests or interviews on candidate teachers' love for children.

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