



Journal of Education and Recreation Patterns (JERP)

www.jerpatterns.com

Analysis of Anxiety Status of Faculty of Sports Sciences Graduates Before Taking the Public Personnel Selection Examination (KPSS)

Erhan BUYRUKOĞLU¹, Mehmet ÖZDEMİR²,
Aydan YURTSEVER³

To cite this article:

Buyrukoğlu, E., Özdemir, M., & Yurtsever, A. (2023). Analysis of anxiety status of faculty of sports science graduates before taking the public personnel selection examination (KPSS). *Journal of Education and Recreation Patterns (JERP)*, 4 (2), 723-737. DOI: <https://doi.org/10.53016/jerp.v4i2.186>

Journal of Education and Recreation Patterns (JERP) is an international scientific, high quality open access, peer viewed scholarly journal provides a comprehensive range of unique online-only journal submission services to academics, researchers, advanced doctoral students and other professionals in their field. This journal publishes original research papers, theory-based empirical papers, review papers, case studies, conference reports, book reviews, essay and relevant reports twice a year (June and December) in online versions.

¹ Erhan Buyrukoğlu, Aydın Adnan Menderes University, Faculty of Sport Sciences, Aydın/ Turkey, erhanbuyrukoglu@gmail.com, <https://orcid.org/0000-0002-8456-9270>

² Mehmet Özdemir, Aydın Adnan Menderes University, Faculty of Sport Sciences, Aydın/ Turkey, ozdemirim69@gmail.com, <https://orcid.org/0000-0003-2213-6403>

³ Aydan Yurtsever, Aydın Adnan Menderes University, Faculty of Sport Sciences, Aydın/ Turkey, aydanyurtsever09@gmail.com, <https://orcid.org/0009-0008-5025-7054>

* This research was presented as an abstract at ERPA International Education Congress on 8-10 September 2023.

Analysis of Anxiety Status of Faculty of Sports Sciences Graduates before Taking the Public Personnel Selection Examination (KPSS)

Erhan Buyrukoğlu¹, Mehmet Özdemir², Aydan Yurtsever³

ARTICLE INFORMATION

Original Research Paper

Received 15.09. 2023

Accepted 16.12. 2023

<https://jerpatterns.com>

December, 2023

Volume: 4, No: 2

Pages: 723-737

ABSTRACT

With the decrease in job opportunities in different sectors, it also brings anxiety in individuals. In daily life, individuals are mentally and emotionally affected as well as being affected by the social environment network they are in. This situation of future anxiety in individuals is seen to cause exam anxiety in those who will take the exam. In order to examine the exam anxiety that occurs as a result of future anxiety, it was aimed to determine the anxiety status of individuals who graduated from the faculty of sport sciences before taking the public personnel selection exam (KPSS). The sample of the research consists of 134 individuals graduated from the faculty of sport sciences who will take the 2023 public personnel selection exam (KPSS). The descriptive survey model was used to reach the result by investigating the current situation in the specified subject. The "KPSS Anxiety Scale" developed by Karaçanta (2009), personal information (age, gender, educational status, monthly income, department, did you take formation, attending KPSS course, KPSS study period) were used. In the data analysis, kurtosis skewness calculations, frequency, percentage calculations, reliability analysis and manova analysis for multiple variables were performed using SPSS 25.0 package programme. As a result of the statistical analysis; Among the demographic information, 26-28 years old (33.6%) in the age variable, female participants (67.2%) in the gender variable, bachelor's degree graduates (76.1%) in the education status variable, 1500 TL and below (43.3%) in the monthly income status variable, teaching and management departments (25%) in the department variable, 4), the participants who received formation in the variable of receiving formation (74,6%), the participants who did not attend the course in the variable of attending KPSS course (81,3%) and the participants who have been working for 1-5 months in the KPSS study period (53%). Considering the Public Personnel Selection Examination Anxiety levels, no significant difference was observed in the statistically obtained data results in the variables of age, economic income, graduated department, pedagogical formation training certificate and course attendance, while it was observed that the anxiety level was high in the future anxiety sub-dimension in males in the gender variable, in the bachelor's degree graduates in the graduation status variable, and in the KPSS study duration sub-dimension in individuals who prepared for KPSS for 11 months or more.

Keywords: Anxiety, Graduate, Public Personnel Selection Examination, Sports Sciences



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

The exam, which is a tool for measuring the success of individuals, is a very widely used method in our country (Softa et al., 2015). Exams, which are an important part of people's lives, are of great importance to investigate and define the anxiety caused by exams as well as increasing academic success. It is stated as a result of scientific studies that exam anxiety greatly affects people's academic success (Koçyiğit, 2023). While Cüceloğlu (2005) gives the definition of anxiety to the mental and emotional reactions of individuals to stimuli according to their anxiety levels, Onukwufor and Ugwu (2017) define the fear, anxiety and restlessness experienced before the exam as exam anxiety. The fact that individuals are anxious during the exam preparation process and during the exam is considered as a psychological condition (Pagaria, 2020). It was first officially expressed by George Mandler and Seymour Sarason in 1952 in their study titled "a study on anxiety and learning". In order to increase the performance of students, it is necessary to reduce their high level of anxiety and to get away from the negativities that cause anxiety (Yıldırım, 2008). Therefore, in this study, the concept of anxiety and exam anxiety were analysed.

When anxiety is examined in the literature, it can be seen that it is associated with the concepts of fear, curiosity and worry in general. Reactionary movements of individuals against internal and environmental stimuli are called anxiety (Eker, 2016). Anxiety is a state of psychological concern that individuals feel towards a future time period other than the current time (Kaya & Varol, 2004). In general, anxiety states are defined as a psychological state that occurs when individuals approach the end of a planned period while acting in line with the plans they have made for the future process (Mete et al., 2015).

Apart from the graduates of physical education teaching department, faculty of sport sciences graduates can also become physical education teachers by taking pedagogical formation education from faculties of education. In addition, graduates of sports management, recreation and coaching departments work in sports departments in public institutions and organizations by taking the KPSS. Individuals who graduate from the faculty of sports sciences must be successful in KPSS to do these. This situation turns into exam anxiety and/or future anxiety in individuals who will take the KPSS exam (Çakmak, 2007; Kabalcı, 2008; Kurt, 2006; Tümkaya et al., 2007). Anxiety brings along psychological problems. Individuals usually experience these psychological anxiety states to a great extent in the periods before the exam. When the studies in the literature are examined, it can be seen that the general opinion is that anxiety is the main cause of individuals' psychological problems (Akten, 2007; Arslan & Aslan, 2014; Çapulcuoğlu & Gündüz, 2013; Güdük et al., 2005; Küçüksüleymanoğlu & Eğilmez, 2013; Maslach et al., 2001; Tümkaya & Çavuşoğlu, 2010).

Individuals who graduate from the field of sports sciences may have a negative attitude towards the type of profession due to the differences in the department they will work in. This situation causes anxiety in KPSS, which is held for public institutions in our country before individuals take a job. Individuals are required to be successful in KPSS related to the department they graduated from and to enter the ranking within a certain quota.

Individuals are in a race to get in a certain ranking and get points. The high number of competitors in the race causes individuals to experience increased anxiety before the KPSS exam. This situation has been observed in the studies conducted in literature which show that individuals have high levels of anxiety during the upcoming period before taking KPSS (Chapell et al., 2005; Gizir, 2007; Karaca, 2011; Spirito & Lewander, 2004; Tansel, 2015; Yavuz & Akdeniz, 2019). When the studies in the literature are examined, it is thought that there is a small number of studies on pre-KPSS anxiety in the field of sports sciences and that our research will serve as an example for similar studies.

KPSS is one of the most important central exams among the exams held in Turkey. KPSS, which is held once a year, is an exam that determines the future of thousands of individuals. In developed countries, there is no exam like the KPSS exam in Turkey. In general, it is seen that exams are addressed to a single segment and continuous exams are held in developed countries. As a result of scientific studies, it is stated that such exams affect a large part of individuals' lives. Baştürk (2005) refers to the continuous exams in developed countries as fate exams. As a fateful exam, Baştürk (2005) explained the factors caused by the current state of exam anxiety by analysing the successful or unsuccessful aspects of individuals. In the KPSS exam, the relationships between gender, age, department, KPSS study period, family economic income status are expressed as the biggest factors in the formation of individuals' anxiety before taking the KPSS exam. As a result of all these situations and explanations, analysis of anxiety status of faculty of sports sciences graduates before taking the public personnel selection examination (KPSS) research will be a research of great importance in sports sciences and other fields.

METHOD

Research Model

Descriptive survey model, which is used for research aimed at determining any situation in a subject, was used in our research (Karasar, 2015).

Population and Sample of the Study

The sample consisted of 134 individuals who graduated from the departments of physical education teaching, coaching, recreation and sport management in the faculty of sport sciences.

Data Collection Tools

In our study, research data were obtained on a voluntary basis by reaching individuals who graduated from the faculty of sport sciences through Google Forum. A total of 140 participants were reached, and whether multivariate normality assumption and the outliers were met was analysed with the help of Mahalanobis distance value, 6 data showing outlier extreme values were removed from the data set and statistical analyses of 134 individuals were performed. Personal Information Form created by the researchers and the "KPSS Anxiety Scale" developed by Karaçanta (2009) were used in our study.

Personal Information Form: An 8-question form created by the researchers was used, which included the participants' age, gender, educational status, monthly income, department, whether they had pedagogical formation training, whether they had attended KPSS courses, and the duration of studying for KPSS.

KPSS Anxiety Scale: The scale developed by Karaçanta (2009) consists of 19 items and 4 sub-dimensions (Exam Preparation, Concerns about the Future, General Anxiety, Concerns about How You See Yourself and How Others See You). The scale is a 5-point Likert type scale and negative items are reversely scored.

Data Analysis

SPSS 25.0 package program was used for data analysis in our study, and multivariate normality assumptions and outliers were examined with the help of Mahalanobis distance values, 6 data were excluded from the data set, Kurtosis Skewness coefficient was found to be between -2 and + 2 and parametric tests were used in the analysis of the data (George & Malley, 2010).

FINDINGS

Age, Gender, Educational status in the findings section of our research Monthly income, Department, and Do you have pedagogic formation? Did you attend KPSS course? How long have you studied for KPSS?, Multivariate normality assumptions and outliers were examined with the help of Mahalanobis distance values, 6 data were excluded from the data set, the Skewness Skewness coefficient was found between -2 and + 2 and parametric tests were applied in the analysis of the data. Statistical results related to Analysis of Anxiety Status of Faculty of Sports Sciences Graduates Before Taking the Public Personnel Selection Examination (KPSS) are given in the tables below.

Table 1. Demographic Information of Participants

| Variables | Group | f | % |
|-------------------------------------|-----------------------------|-----|------|
| Age | ≤22 years | 15 | 11.2 |
| | 23-25 years | 41 | 30.6 |
| | 26-28 years | 45 | 33.6 |
| | 29-31 years | 33 | 24.6 |
| Gender | Female | 90 | 67.2 |
| | Male | 44 | 32.8 |
| Educational status | Undergraduate | 102 | 76.1 |
| | Postgraduate | 32 | 23.9 |
| Monthly income | ≥8500 ₺ | 58 | 43.3 |
| | 8501-9000 ₺ | 8 | 6.0 |
| | 9001-10500 ₺ | 10 | 7.5 |
| | 10501-11000 ₺ | 8 | 6.0 |
| | ≥11001 ₺ | 50 | 37.3 |
| Department | Physical education teaching | 34 | 25.4 |
| | Sport management | 34 | 25.4 |
| | Coaching | 33 | 24.6 |
| | Recreation | 33 | 24.6 |
| Do you have pedagogic formation? | Yes | 100 | 74.6 |
| | No | 34 | 25.4 |
| Did you attend KPSS course? | Yes | 25 | 18.7 |
| | No | 109 | 81.3 |
| How long have you studied for KPSS? | 1-5 months | 71 | 53.0 |
| | 6-10 months | 31 | 23.1 |
| | ≥11 months | 32 | 23.9 |
| Total | | 134 | 100 |

It can be seen in Table 1 that the highest rates in categorical variables are as follows: 26-28 years (33.6%) in the age variable, female participants (67.2%) in the gender variable, undergraduate degree (76.1%) in the education level variable, and ≤1500 TL (43.3%) in the monthly income variable, physical education teaching and sport management department (25.4%) in the department variable, participants who received pedagogic formation (74.6%), participants who did not attend KPSS courses (81.3%), and participants who had been studying for KPSS for 1-5 months (53%).

Table 2. KPSS Anxiety Scale Normality Analysis Results

| Sub-dimensions | Cronbach Alpha |
|--|----------------|
| General Anxiety | ,857 |
| Concerns about How You See Yourself and How Others See You | ,743 |
| Concerns about the future | ,621 |
| Exam Preparation | ,613 |
| KPSS-AS | ,897 |

Table 2 shows the results of the reliability analysis of the scale and its sub-dimensions. It was concluded that concerns about the future and exam preparation sub-dimensions had low reliability, while general anxiety, concerns about how you see yourself and how others see you, and the total score of the scale had high reliability.

Table 3. Descriptive Values of KPSS Anxiety Scale and Sub-Dimensions

| Variables | \bar{x} | Sd | Kurtosis | Skewness |
|--|-----------|-----|----------|----------|
| General Anxiety | 2,53 | ,52 | ,371 | ,351 |
| Concerns about How You See Yourself and How Others See You | 2,54 | ,64 | -,067 | -,078 |
| Concerns about the future | 3,27 | ,86 | -,362 | -,210 |
| Exam Preparation | 3,16 | ,73 | ,122 | ,011 |
| KPSS-AS | 2,75 | ,42 | ,061 | -,326 |

Table 3 shows that the participants' scale mean score and arithmetic mean scores of all sub-dimensions are at a moderate level.

Table 4. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the variable of age

| Sub-dimensions | Age | N | \bar{X} | Sd | F | p |
|--|-------------|----|-----------|-----|-------|------|
| General Anxiety | ≤22 years | 15 | 2,31 | ,40 | 2,205 | ,091 |
| | 23-25 years | 41 | 2,60 | ,48 | | |
| | 26-28 years | 45 | 2,43 | ,48 | | |
| | 29-31 years | 33 | 2,65 | ,64 | | |
| Concerns about How You See Yourself and How Others See You | ≤22 years | 15 | 2,58 | ,63 | ,422 | ,738 |
| | 23-25 years | 41 | 2,45 | ,65 | | |
| | 26-28 years | 45 | 2,56 | ,63 | | |
| | 29-31 years | 33 | 2,62 | ,68 | | |
| Concerns about the future | ≤22 years | 15 | 3,08 | ,75 | 1,114 | ,346 |
| | 23-25 years | 41 | 3,42 | ,76 | | |
| | 26-28 years | 45 | 3,31 | ,93 | | |
| | 29-31 years | 33 | 3,10 | ,92 | | |
| Exam Preparation | ≤22 years | 15 | 3,00 | ,64 | ,304 | ,823 |
| | 23-25 years | 41 | 3,21 | ,71 | | |
| | 26-28 years | 45 | 3,17 | ,74 | | |
| | 29-31 years | 33 | 3,17 | ,79 | | |

| | | | | | | |
|---------|-------------|----|------|-----|------|------|
| KPSS-AS | ≤22 years | 15 | 2,60 | ,33 | ,997 | ,396 |
| | 23-25 years | 41 | 2,80 | ,40 | | |
| | 26-28 years | 45 | 2,71 | ,41 | | |
| | 29-31 years | 33 | 2,79 | ,50 | | |

p<0,05*

Table 4 shows that there is no statistically significant difference in the results of manova analysis between public personnel selection exam anxiety levels and age of the participants (p>0.05).

Table 5. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the Variable of Gender

| Sub-dimensions | Gender | \bar{X} | Sd | N | F | p |
|--|--------|-----------|------|----|-------|--------------|
| General Anxiety | Female | 2,54 | ,50 | 90 | ,219 | ,640 |
| | Male | 2,50 | ,57 | 44 | | |
| Concerns about How You See Yourself and How Others See You | Female | 2,44 | ,63 | 90 | 7,108 | ,009* |
| | Male | 2,75 | ,63 | 44 | | |
| Concerns about the future | Female | 3,33 | ,78 | 90 | 1,596 | ,209 |
| | Male | 3,13 | 1,00 | 44 | | |
| Exam Preparation | Female | 3,23 | ,72 | 90 | 2,733 | ,101 |
| | Male | 3,01 | ,73 | 44 | | |
| KPSS-AS | Female | 2,75 | ,40 | 90 | ,083 | ,773 |
| | Male | 2,73 | ,48 | 44 | | |

p<0,05*

Results of the manova analysis between public personnel selection exam anxiety levels and gender of the participants in Table 5 show that there is a statistically significant difference in favour of male participants only in the sub-dimension of concerns about the future (p<0.05).

Table 6. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the Variable of Educational Status

| Sub-dimensions | Educational status | \bar{X} | Sd | N | F | p |
|--|--------------------|-----------|-----|-----|-------|--------------|
| General Anxiety | Undergraduate | 2,53 | ,53 | 102 | ,000 | ,994 |
| | Postgraduate | 2,53 | ,50 | 32 | | |
| Concerns about How You See Yourself and How Others See You | Undergraduate | 2,57 | ,62 | 102 | ,732 | ,394 |
| | Postgraduate | 2,46 | ,71 | 32 | | |
| Concerns about the future | Undergraduate | 3,37 | ,84 | 102 | 6,090 | ,015* |
| | Postgraduate | 2,94 | ,85 | 32 | | |
| Exam preparation | Undergraduate | 3,22 | ,75 | 102 | 3,362 | ,069 |
| | Postgraduate | 2,95 | ,63 | 32 | | |
| KPSS-AS | Undergraduate | 2,78 | ,40 | 102 | 2,370 | ,126 |
| | Postgraduate | 2,64 | ,48 | 32 | | |

p<0,05*

Results of the manova analysis between public personnel selection exam anxiety levels and educational status of the participants in Table 6 show that there is a statistically significant difference in favour of participants with undergraduate degree only in the sub-dimension of concerns about the future ($p < 0.05$).

Table 7. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the Variable of Monthly Income

| Sub-dimensions | Income | N | \bar{X} | Sd | F | p |
|--|----------------|----|-----------|------|-------|------|
| General Anxiety | ≥ 8500 ₺ | 58 | 2,52 | ,53 | 1,265 | ,287 |
| | 8501-9000 ₺ | 8 | 2,79 | ,37 | | |
| | 9001-10500 ₺ | 10 | 2,73 | ,58 | | |
| | 10501-11000 ₺ | 8 | 2,62 | ,35 | | |
| | ≥ 11001 ₺ | 58 | 2,44 | ,54 | | |
| Concerns about How You See Yourself and How Others See You | ≥ 8500 ₺ | 8 | 2,50 | ,65 | ,679 | ,608 |
| | 8501-9000 ₺ | 10 | 2,53 | ,57 | | |
| | 9001-10500 ₺ | 8 | 2,57 | ,47 | | |
| | 10501-11000 ₺ | 58 | 2,90 | ,22 | | |
| | ≥ 11001 ₺ | 8 | 2,53 | ,72 | | |
| Concerns about the future | ≥ 8500 ₺ | 10 | 3,31 | ,91 | 1,584 | ,182 |
| | 8501-9000 ₺ | 8 | 3,08 | ,77 | | |
| | 9001-10500 ₺ | 58 | 3,83 | ,52 | | |
| | 10501-11000 ₺ | 8 | 3,37 | 1,09 | | |
| | ≥ 11001 ₺ | 10 | 3,12 | ,81 | | |
| Exam preparation | ≥ 8500 ₺ | 8 | 3,02 | ,70 | 1,764 | ,140 |
| | 8501-9000 ₺ | 58 | 3,50 | ,35 | | |
| | 9001-10500 ₺ | 8 | 3,56 | ,54 | | |
| | 10501-11000 ₺ | 10 | 3,20 | ,87 | | |
| | ≥ 11001 ₺ | 8 | 3,18 | ,79 | | |
| KPSS-AS | ≥ 8500 ₺ | 58 | 2,72 | ,44 | 1,698 | ,154 |
| | 8501-9000 ₺ | 8 | 2,89 | ,26 | | |
| | 9001-10500 ₺ | 10 | 3,00 | ,38 | | |
| | 10501-11000 ₺ | 8 | 2,89 | ,27 | | |
| | ≥ 11001 ₺ | 58 | 2,68 | ,44 | | |

$p < 0,05^*$

Table 7 shows that there is no statistically significant difference in the results of manova analysis between public personnel selection exam anxiety levels and monthly income of the participants ($p > 0.05$).

Table 8. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the Variable of Department

| Sub-dimensions | Department | N | \bar{X} | Sd | F | p |
|--|-----------------------------|----|-----------|-----|-------|------|
| General Anxiety | Physical education teaching | 34 | 2,61 | ,55 | 1,063 | ,367 |
| | Sport management | 34 | 2,39 | ,48 | | |
| | Coaching | 33 | 2,57 | ,55 | | |
| | Recreation | 33 | 2,53 | ,51 | | |
| Concerns about How You See Yourself and How Others See You | Physical education teaching | 34 | 2,59 | ,60 | ,253 | ,859 |
| | Sport management | 34 | 2,53 | ,68 | | |
| | Coaching | 33 | 2,46 | ,74 | | |
| | Recreation | 33 | 2,58 | ,58 | | |
| Concerns about the future | Physical education teaching | 34 | 3,43 | ,76 | 1,168 | ,325 |
| | Sport management | 34 | 3,35 | ,85 | | |
| | Coaching | 33 | 3,06 | ,99 | | |
| | Recreation | 33 | 3,23 | ,83 | | |
| Exam Preparation | Physical education teaching | 34 | 3,27 | ,77 | 1,167 | ,325 |
| | Sport management | 34 | 3,13 | ,53 | | |
| | Coaching | 33 | 2,97 | ,78 | | |
| | Recreation | 33 | 3,26 | ,80 | | |
| KPSS-AS | Physical education teaching | 34 | 2,84 | ,41 | ,910 | ,438 |
| | Sport management | 34 | 2,69 | ,36 | | |
| | Coaching | 33 | 2,69 | ,53 | | |
| | Recreation | 33 | 2,77 | ,37 | | |

p<0,05*

Table 8 shows that there is no statistically significant difference in the results of manova analysis between public personnel selection exam anxiety levels and department of the participants (p>0.05).

Table 9. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the Variable of Having Pedagogic Formation.

| Sub-dimensions | Formation | \bar{X} | Sd | N | F | p |
|--|-----------|-----------|-----|-----|-------|------|
| General Anxiety | Yes | 2,50 | ,51 | 100 | 1,054 | ,306 |
| | No | 2,61 | ,55 | 34 | | |
| Concerns about How You See Yourself and How Others See You | Yes | 2,53 | ,66 | 100 | ,258 | ,613 |
| | No | 2,59 | ,60 | 34 | | |
| Concerns about the future | Yes | 3,21 | ,89 | 100 | 1,569 | ,213 |
| | No | 3,43 | ,76 | 34 | | |
| Exam Preparation | Yes | 3,12 | ,71 | 100 | 1,029 | ,312 |
| | No | 3,27 | ,77 | 34 | | |
| KPSSAS | Yes | 2,72 | ,43 | 100 | 2,074 | ,152 |
| | No | 2,84 | ,41 | 34 | | |

p<0,05*

Table 9 shows that there is no statistically significant difference in the results of manova analysis between participants' public personnel selection exam anxiety levels and the state of having pedagogic formation ($p>0.05$).

Table 10. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the Variable of Attending KPSS Course.

| Sub-dimensions | Course | \bar{X} | Sd | N | F | p |
|--|--------|-----------|-----|-----|-------|------|
| General Anxiety | Yes | 2,54 | ,36 | 25 | ,015 | ,904 |
| | No | 2,52 | ,56 | 109 | | |
| Concerns about How You See Yourself and How Others See You | Yes | 2,68 | ,60 | 25 | 1,301 | ,256 |
| | No | 2,51 | ,65 | 109 | | |
| Concerns about the future | Yes | 3,32 | ,89 | 25 | ,097 | ,756 |
| | No | 3,25 | ,86 | 109 | | |
| Exam preparation | Yes | 3,08 | ,72 | 25 | ,402 | ,527 |
| | No | 3,18 | ,73 | 109 | | |
| KPSS-AS | Yes | 2,77 | ,34 | 25 | ,130 | ,719 |
| | No | 2,74 | ,44 | 109 | | |

$p<0,05^*$

Table 10 shows that there is no statistically significant difference in the results of manova analysis between participants' public personnel selection exam anxiety levels and the state of attending KPSS course ($p>0.05$).

Table 11. Manova Analysis Results of Public Personnel Selection Examination Anxiety Levels of Faculty of Sport Sciences Graduates in terms of the Variable of Time Spent Studying for KPSS

| Sub-dimensions | Time spent | N | \bar{X} | Sd | F | p | Bonferonni |
|--|-------------|----|-----------|-----|-------|-------|------------|
| General Anxiety | 1-5 months | 71 | 2,40 | ,52 | 5,184 | ,007* | 3>1 |
| | 6-10 months | 31 | 2,58 | ,46 | | | |
| | ≥11 months | 32 | 2,75 | ,51 | | | |
| Concerns about How You See Yourself and How Others See You | 1-5 months | 71 | 2,48 | ,62 | 1,038 | ,357 | - |
| | 6-10 months | 31 | 2,53 | ,73 | | | |
| | ≥11 months | 32 | 2,68 | ,62 | | | |
| Concerns about the future | 1-5 months | 71 | 3,17 | ,84 | 1,098 | ,337 | - |
| | 6-10 months | 31 | 3,32 | ,98 | | | |
| | ≥11 months | 32 | 3,43 | ,77 | | | |
| Exam preparation | 1-5 months | 71 | 3,29 | ,74 | 2,563 | ,081 | - |
| | 6-10 months | 31 | 2,97 | ,73 | | | |
| | ≥11 months | 32 | 3,05 | ,66 | | | |
| KPSS-AS | 1-5 months | 71 | 2,68 | ,40 | 2,644 | ,075 | - |
| | 6-10 months | 31 | 2,75 | ,49 | | | |
| | ≥11 months | 32 | 2,89 | ,38 | | | |

$p<0,05^*$

Results of the manova analysis between public personnel selection exam anxiety levels of the participants and the time spent studying for KPSS in Table 11 show that there is a statistically significant difference in the sub-dimension of general anxiety ($p<0.05$). In

Bonferroni analysis conducted to find out the source of the difference, it was concluded that the participants who had studied for KPSS for 11 months and longer had higher general anxiety levels than the participants who had studied for KPSS for 11 months and longer.

DISCUSSION & CONCLUSION

The aim of our study was to examine the anxiety levels of faculty of sport sciences graduates before taking the public personnel selection exam (KPSS). The statistical results of the variables of gender, age, educational status, income status, department, having received pedagogical formation education, attending KPSS course and time spent studying for KPSS are explained below.

When the statistical analyses of the participants who volunteered to participate in the study were examined in terms of demographic variables, the results were found to be in favour of female participants (n=90, 67.2%) in the variable of gender, in favour of postgraduate participants (n=32, 23.9%) in terms of the variable of educational status, in favour of participants between the ages of 26 and 28 (n= 45, 33.6%) in terms of the variable of age, in favour of the participants whose departments were sports management and physical training education (n=34, 25.4% each) in terms of the variable of department, in favour of the participants who had received pedagogic formation training (n=100, 76.4%), in favour of the participants who attended KPSS course (n=109 81.3%), in favour of the participants who studied for KPSS for 1-5 months (n=71, 53.0%) and in favour of the participants whose monthly income level was 8500 TL and less (n= 58 43.3%) (Table 1).

In studies conducted in literature on KPSS anxiety levels, no statistically significant difference was found in terms of the variable of gender (Bozdam, 2008; Çoşkun, Zengin & Arslan, 2021; Dursun & Karagün, 2012; Gözel, 2009; Ifeagwazi, 2006; Küçüksüleymanoğlu & Eğilmez; 2013, Özdayı, 2000; Sadıkoğlu, Hastürk & Polat, 2018; Tümkaya & Çavuşoğlu, 2010; Yavuz & Akdeniz, 2019;). Yalçın (2022) conducted a study on university students and found that anxiety was higher in males. In our study, statistically significant difference was found between KPSS anxiety levels and the variable of gender in the sub-dimension of concerns about the future in favour of male participants (Table 5). It was found that studies by Yılmaz, 2017; Şimşek & Akgün, 2014; Erözkan, 2004; Dünder, Yapıcı & Topcu, 2008; Chapell et al., 2005; Erçoşkun et al., 2005; Ergün 2005; Dilekmen, Erçoşkun & Nalçacı, 2005; Sarıgül, 2000; Alyaprak, 2006; Saban et al., 2004 were in parallel with the results of our study. We can say that the results of these studies support the results of our study.

As a result of the analysis between KPSS anxiety levels and the variable of age in Table 4, no statistically significant difference was found. However, statistically significant difference was found in Odabaş's study in 2010, Çınar's study in 2018 and Uyduran's study in 2014.

As a result of the statistical analysis between KPSS anxiety levels and the variable of level of education, statistically significant difference was found in favour of undergraduate participants in the sub-dimension of concerns about the future. In their study they conducted in 2001, Akçamete, Kaner and Sucuoğlu found that anxiety levels may be high in terms of the variable of level of education.

Yazıcı et al. (2023) examined the relationship between job finding anxiety and life satisfaction in their research and concluded that life satisfaction affects job finding anxiety. Ekizoğlu (2023) concluded that the reason for the increase in self-efficacy scores in the research he conducted on the students of the Faculty of Sports Sciences is related to the increase in anxiety.

No statistically significant difference was found between the participants' KPSS anxiety levels and the variables of department, the status of having received pedagogic formation, and the status of attending KPSS course (Table 8, Table 9, Table 10).

No statistically significant difference was found between the income status variable and the anxiety levels of the participants in the public personnel selection exam as can be seen in Table 7. Likewise, no statistically significant difference was found in the studies conducted by oşkun, Zengin, & Arslan, 2021; Kilit et al., 2020; Özcan, 2018; Türkan, 2018; Özsarı, 2008 in the literature. We can say that these results support the data of our research.

In Table 11, the analysis between the anxiety levels of the participants in the public personnel selection exam and the variable of time participants studied for KPSS shows that there is a statistically significant difference in the general anxiety sub-dimension for those who had been studying for KPSS for 11 months or more. According to the results of the analysis, we can say that the prolongation of the KPSS study period increases the anxiety level of individuals studying for KPSS. As a conclusion, when demographic information is taken into consideration, there is no significant difference in the statistically obtained data results in the variables of age, monthly income, department, having pedagogical formation training certificate and attending course, while it is seen that the anxiety level is high in the concerns about the future sub-dimension in males in the gender variable, in participants with undergraduate degree in the graduation status variable, and in the time spent studying for KPSS variables in individuals who had been preparing for KPSS for 11 months or more.

REFERENCES

- Akçamete, G., Kaner, S., & Sucuođlu, B. (2001). *Burnout and job satisfaction and personality in teachers*, Nobel Yayın Dađıtım, Ankara.
- Akten, S. (2007). *Investigation of guidance counsellors' professional burnout levels (Master's thesis)*, Trakya University Institute of Social Sciences, Edirne.
- Alyaprak, İ. (2006). *Examination of the factors affecting exam anxiety in students preparing for the university exam (Master's thesis)*, Ege University, Institute of Social Sciences, İzmir.
- Arslan, G., & Aslan, G. (2014). Examining the burnout levels of teachers who teach mentally disabled individuals (Tokat province example). *Journal of Educational Research International E-Dergi*, 4(2), 49-66. Retrieved from <https://dergipark.org.tr/tr/pub/ebader/issue/44715/555641>
- Baştürk, R., (2005). *The validity of student selection exam (ÖSS) and university graduation grade point average in predicting KPSS achievement. XIV. Congress of Educational Sciences*, Pamukkale Üniversitesi. Denizli.
- Bozdam A. (2008). *Investigation of teacher candidates' professional anxiety levels in terms of some variables (Master's thesis)*, Selçuk University, Institute of Health Sciences, Konya.
- Chapell M. S., Blanding Z. B., Silverstein M. E., Takahashi M., Newman B., Gubi A., Mccann N. (2005). Test anxiety and academic performance in undergraduate students, *Journal of Educational Psychology*, 97(2), 268- 274. doi: <https://doi.org/10.1037/0022-0663.97.2.268>
- Çoşkun, M. K., Zengin, E., & Arslan, A. (2021). Investigation of KPSS anxiety and burnout levels of prospective social studies teachers in terms of various variables. *International Journal of New Approaches in Social Studies*, 5(2), 354-365. doi: 10.38015/sbyy.943617
- Cücelođlu, D.(2005). *Human and behaviour (Basic Concepts of Psychology)*. İstanbul, Remzi Kitabevi.

- Çakmak, G. H. (2007). Examination anxiety, a research on high school senior students studying in different types of high schools in Ümraniye district (Master's thesis), *Yeditepe University, Institute of Social Sciences*, Ankara.
- Çapulcuoğlu U., & Gündüz B (2013). Investigation of burnout in high school students according to gender, grade level, school type and perceived academic achievement variables. *Trakya University Journal of Faculty of Education*, 3(1), 12-24. Retrieved from <https://dergipark.org.tr/tr/pub/trkefd/issue/21475/230177>
- Çınar, D. (2018). *Time management skills of primary school administrators (Master's thesis)*. Bolu Abant İzzet Baysal University Institute of Educational Sciences, Bolu.
- Dilekmen, M., Ercoşkun, M. H., & Nalçacı, A. (2005). Investigation of prospective teachers' academic and KPSS achievements in terms of various variables. *Kazım Karabekir Education Faculty Journal*, 11, 304- 315.
- Dursun, S., & Karagün, E. (2012). Investigation of vocational anxiety levels of prospective teachers: A research on senior students of Kocaeli University School of Physical Education and Sports, *Kocaeli University Journal of Social Sciences*, 24, 93-112. Erişim adresi: <http://www.sosbildergi.kocaeli.edu.tr>
- Dünder, S., Yapıcı, Ş., & Topçu, B. (2008). Examination of university students' exam anxiety according to some personality traits, *Gazi University Gazi Faculty of Education Journal*, 28(1), 171-186. Retrieved from <https://dergipark.org.tr/tr/pub/gefad/issue/6748/90732>
- Eker, O. (2016). *The causes of exam anxiety experienced by secondary school students and the effect of parental attitudes on exam anxiety: Merzifon example. (Master's thesis)*, Nişantaşı University, Institute of Social Sciences, İstanbul.
- Ekizoğlu, Ö. (2023). The effect of faculty of sports sciences students' unemployment concerns on academic self-efficiency, *Journal of Education and Recreation Patterns (JERP)*, 4 (1), 31-45. Doi: <https://doi.org/10.53016/jerp.v4i1.92>.
- Ergün, M. (2005). Investigating the success levels of primary school teacher candidates in KPSS according to some variables (The case of Kastamonu province). *Kastamonu Education Journal*, 13 (2), 311-326.
- Erözkan, A. (2004). University students' exam anxiety and coping behaviours. *Journal of Muğla University Institute of Social Sciences*, 12, 13-38. Retrieved from <https://dergipark.org.tr/en/pub/musbed/issue/23501/250395>
- George, D., & Mallery, M. (2010). *SPSS for windows step by step: a simple guide and reference*, 17.0 update (10 ed.) Boston: Pearson.
- Gizir, C. A. (2007). A review study on psychological resilience, risk factors and protective factors, *Turkish Journal of Psychological Counselling and Guidance*, 3(28), 113-128. Retrieved from <https://dergipark.org.tr/en/pub/musbed/issue/21448/229850>
- Gözel, E. (2009). *Primary school teachers' views on time management (Master's thesis)*. Afyon Kocatepe University Institute of Social Sciences, Afyonkarahisar.
- Güdük, M., Erol, G., Yağcıbulut, Ö., Uğur, Z., Özvarış, B., & Aslan, D. (2005). Burnout syndrome in final year students studying in a medical faculty in Ankara. *Journal of Continuing Medical Education*, 14(8), 169-173.
- Ifeagwazi, C. M. (2006). The influence of marital status on self-report of symptoms of psychological burnout among nurses, *OMEGA-Journal of Death and Dying*, 52(4), 359-373. doi: <https://doi.org/10.2190/DNBR-8E28-JXTM-ME>
- Kabalıcı, T. (2008). *Self-esteem, exam anxiety and socio-demographic variables as the yordayıcı of academic success (Master's thesis)*, Hacettepe University, Institute of Social Sciences, Ankara.
- Karaca, E. (2011). Teacher candidates' attitudes towards the public personnel selection exam (KPSS). *Journal of Academic Overview*, 23, 1-18.

- Karaçanta, H. (2009). Development of public personnel selection exam anxiety scale for prospective teachers (validity and reliability study), *Gazi University Journal of Industrial Arts Faculty of Education*, 25, 50-57.
- Karasar, N. (2015). *Scientific research methods (28th edition)*, Nobel Akademik Yayıncılık, Ankara.
- Kaya, M., & Varol, K. (2004). State-trait anxiety levels and causes of anxiety of theology faculty students (Samsun sample). *Journal of On dokuz Mayıs University Faculty of Theology*, 17 (17): 31-63.
- Kilit, Z., Dönmezler, S., Erensoy, H., Berkol, T. (2020). The relationship between intolerance to uncertainty, anxiety and cognitive exam anxiety in university students, *Middle East Medical Journal*, 262-268.
- Koçyiğit, E.,G. (2023) Exam anxiety, affecting factors and methods of collecting. *Eurasian Journal Of Social And Economic Research (Ejser)*,10 (3), 126-140.
- Kurt, İ. (2006). *Anxiety and exam anxiety with questions (2nd ed.)*, Asil Yayın Dağıtım, Ankara.
- Küçüksüleymanoğlu, R., & Eğilmez, H. O. (2013). Burnout levels of music teacher candidates: The case of Uludag University. *International Journal of Social Science* 6(3), 905-923.
- Mandler, G. & Sarason, Sb (1952A study on anxiety and learning. *Journal of Abnormal and Social Psychology*, 47 (2), 166–173. <https://doi.org/10.1037/H0062855>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annu. Rev. Psychol.*, 52, 397-422. doi: 10.1146/annurev.psych.52.1.397.
- Mete, M., Ünal, Ö. F., Akyüz, B., & Kılıç, R. (2015.) The effect of psychological violence on job-related burnout: A study on teachers in Batman province. *Visionary Journal*, 6 (12), 37-61.
- Odabaş, S. (2010). *Teacher candidates' opinions on KPSS exam (Ankara sample) (Master's thesis)*, Sakarya University Institute of Social Sciences, Sakarya.
- Onukwufor, J.N & Ugwu, C.J. (2017). Self- Concept, Test anxiety and achievement motivation as predictors of academic achievement in physics among secondary school student in rivers state nigeria. *Journal Of Education And Practice*. 8 (33).99-106.
- Özcan, L. (2018). *Examination of the relationship between the temperament and character dimensions of the candidates prepared for the public personnel selection exam and their exam anxiety (Master's thesis)*, Fatih Sultan Mehmet Vakıf University, Institute of Social Sciences, İstanbul.
- Özdayı, N. (2000) Evaluation of vocational anxiety of students studying in the faculty of education in terms of total quality management. *Ataturk Faculty of Education Journal of Educational Sciences*, 12, 233-248. Retrieved from <https://dergipark.org.tr/en/pub/musbed/issue/381/2392>
- Pagaria, N. (2020). Exam anxiety in college students, *The International Journal of Indian Psychology* 8 (3), 136- 140. <https://doi.org/10.25215/0803.018>.
- Saban, A., Korkmaz, İ., & Akbaşlı, S. (2004). *Professional anxieties of prospective teachers*. *Eurasian journal of educational research*, 17, 198 – 208.
- Sadıkoğlu, M., Hastürk, G., & Polat, O. (2018). Occupational anxiety levels of pre-service science teachers. *International Journal of Social Research*, 11(56), 629- 637. doi: <http://dx.doi.org/10.17719/jisr.20185639035>
- Sarıgül, H. (2000). *Trait anxiety and foreign language anxiety and their effects on learners foreign language proficiency and achievement (Master's thesis)*, Boğaziçi University, Institute of Social Sciences, İstanbul.
- Softa, H., K., Ulaş Karahmetoğlu G., & Çabuk F., K . (2015). An analysis of the anxiety of exam observed in the senior high school students and the affecting factors , K. Ü. *Kastamonu Eğitim Dergisi*, 23 (4), 1481-1494
- Spirito, A., & Lewander, W. (2004). Assessment and disposition planing for adolescent suicide attempters treated in the emergency department. *Clin Ped Emerg Med*, 5, 154,163. doi: 10.1016/J.CPEM.2004.05.004

- Şimşek, N., & Akgün, İ. (2014). The opinions of pre-service social studies teachers about KPSS teaching content knowledge exam (TFCS). *International Journal of Eurasian Social Sciences*, 5(15), 82-100.
- Tansel, B. (2015). Investigation of burnout levels of university students. *Çukurova University Journal of Faculty of Education*, 44(2), 241-268. doi: 10.14812/cufej.2015.013
- Tümkiye, S., & Çavuşoğlu, İ. (2010). Investigation of burnout levels of final year pre-service classroom teachers. *Çukurova University Journal of Institute of Social Sciences*, 19(2), 468-481.
- Tümkiye, S., Aybek, B., & Çelik, M. (2007). Examining the predictors of hopelessness and state-trait anxiety levels in prospective teachers who will take KPSS. *Journal of Educational Sciences in Theory and Practice*, 7(2), 953-974.
- Türkan, Ü. (2018). *Investigation of teachers' time management skills: The case of Küçükçekmece district of Istanbul province (Master's thesis)*. Istanbul Sabahattin Zaim University Institute of Social Sciences, İstanbul.
- Uyduran, İ. M. (2014). *Time management in primary school administrators (Master's thesis)*, Okan University Institute of Social Sciences, İstanbul.
- Yalçın, Y.G. (2022). Unemployment anxiety and hopelessness in university students. *Journal of Education and Recreation Patterns (JERP)*, 3(2) , 130-146. Doi: <https://doi.org/10.53016/jerp.v3i2.67>.
- Yavuz, S., & Akdeniz, A. (2019). The investigation of burnout and kpss anxiety levels from various variables among science teacher candidates. *Karaelmas Journal of Educational Sciences*, 7, 212-227. Retrieved from <https://dergipark.org.tr/en/pub/musbed/issue/67599/1051399>
- Yazıcı, Ö., F., Somoğlu, M., B., Öztaş, M., & Güler, B. (2023). The relationship between leisure crafting, job finding anxiety and life satisfaction. *Journal of Education and Recreation Patterns (JERP)*, 4(2), 415-430. Doi: <https://doi.org/10.53016/jerp.v4i2.153>.
- Yıldırım, İ. (2008). Family variables influencing test anxiety of students preparing for the university entrance examination. *Eurasian Journal Of Educational Research*, 31, 171-186.
- Yılmaz, F. (2017). *Burnout level and psychological resilience of teacher candidates preparing for public personnel selection exam (KPSS) depending on exam anxiety (master's thesis)*, Üsküdar University, Institute of Social Sciences, İstanbul.

Author(s)' statements on ethics and conflict of interest

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

Conflicts of Interest: There are no conflicts of interest declared by the authors.

Funding: None