

Anxiety of Pre-Service Teachers about being Appointed to their Profession (A Mersin Case)

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Abstract: The purpose of this study was to investigate anxiety of pre-service teachers who had just started to university and who were at the final grade about being appointed to their profession. Population of this research included first and final grade students studying in the department of Science Teaching, English Teaching, Classroom Teaching, Psychological Counseling and Guidance, Pre-School Teaching, Mathematics Teaching and Turkish Teaching departments at Faculty of Education of Mersin University. Because the population was accessible, there was no need to draw a sample, so all population was included in the study. Consequently, 418 pre-service teachers were included in the study. The "Pre-Service Teacher Anxiety Scale" that was originally developed by Borich and was adapted to Turkish context by Saban, Korkmaz and Akbaşlı (2004) was used to collect data. This scale was on 5-point Likert type, and included 3 dimensions as self-centered anxieties, student-centered anxieties, and task-centered anxieties. Research result indicate that anxiety towards being appointed to profession was found to be less in students of Pre-School Teaching department that had no KPSS Content Knowledge Test that was supposed to be taken after graduation for appointment. Furthermore, final year students' anxiety towards being appointed was found to be higher than the first year students.

Keywords: Pre-service Teacher, Anxiety, KPSS Exam (Public Personnel Selection Exam), Teaching Knowledge Test

Öğretmen Adaylarının Mesleğe Atanma Kaygıları (Mersin İli Örneği)

Özet: Bu çalışmanın amacı üniversiteye yeni başlayan adaylar ile son sınıfta olan öğretmen adaylarının mesleğe atanma kaygılarının çeşitli değişkenlere göre incelenmesidir. Çalışmanın evrenini 2014-2015 eğitim öğretim yılında Mersin Üniversitesi Eğitim Fakültesi; Fen Bilgisi Öğretmenliği, İngilizce Öğretmenliği, Sınıf Öğretmenliği, Psikolojik Danışma ve Rehberlik, Okul Öncesi Öğretmenliği, Matematik Öğretmenliği ve Türkçe Öğretmenliği bölümlerinde öğrenim gören birinci ve dördüncü sınıf öğrencileri oluşturmaktadır. Evren ulaşılabilir olduğu için tüm evrene ulaşılmaya çalışılmış 418 öğretmen adayına ulaşılmıştır. Ayrıca bu çalışma ile birlikte günümüzde uygulanan "Öğretmenlik Alan Bilgisi Testi"nin öğretmen adaylarının mesleğe atanma kaygıları üzerinde nasıl bir etkisi olduğu da araştırılacaktır. Çalışmada Saban, Korkmaz ve Akbaşlı (2004)'nin Borich'den uyarlanarak geliştirdiği "Öğretmen Adayı Kaygı Ölçeği" uygulanmıştır. Bu ölçek 5'li likert modelinde olup; ben merkezli kaygılar, öğrenci merkezli kaygılar ve görev merkezli kaygılar olmak üzere toplam 3 boyuttan oluşmaktadır. Araştırma sonucuna göre öğretmenlik KPSS Alan Bilgisi Testi olmayan Okul Öncesi Öğretmenliği Bölümü öğrencilerinin mesleğe atanma kaygıları diğer adaylara göre daha az çıkmıştır. Ayrıca son sınıf öğrencilerinin mesleğe atanma kaygıları birinci sınıf öğrencilerine göre yüksek çıkmıştır.

Anahtar Kelimeler: Öğretmen Adayı. Meslek. Kaygı. Kpss Sınavı. Öğretmenlik Bilgisi Testi.

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Education is the biggest weapons a country has at its disposal. Today, education is one of the most significant determinants of countries' economic levels. States can develop as much as the education they provide to their citizens, and this development can be for a long term; however, states who give due importance to education can create a more solid base for the future than those who create daily solutions. The importance of education can be expressed in several ways. However, it is critically important that individuals in an educational system do their full share of the work.

The educational policy of a country is called its educational system. One of the most important roles in the educational system is played by teachers. Teachers are the implementers of the educational policies. According to Czerniak and Haney (1998), efficient teachers are less anxious and are more confident while teaching. No matter how much teachers know and use efficient teaching methods, they cannot be regarded as qualified and successful unless they perform these methods (Weinstein, 1988). The training of the teachers affects how well the appropriate policies can be administered. According to the Basic Law of National Education, teachers are "supposed to carry on their duty in accordance with the fundamental principles and purposes of Turkey's National Education" (Clause 43). Also according to the Basic Law of National Education, the condition for being a teacher is to have higher education and to be successful in exams performed by Student Selection and Placement Center; candidates who pass this exam have a period of candidacy before starting their profession, and are subjected to performance evaluations as well as written and oral exams at the end of the period. Pre-service teachers are required to go through this compelling process in order to start teaching profession and these processes can create anxiety in teachers. According to Byrne (1994), anxiety is one of the most important factors for creating professional burnout in teachers. Accordingly, the anxiety experienced during the pre-service teaching period may cause an early start for professional burnout syndrome.

Thompson performed his 35-item control list on 125 newly graduate students, in which they mentioned their high-frequency anxieties, including: expectations of critical teachers, field competences, evaluation of course plans, student reactions, presenting the required teacher behaviors, inadequacy in discipline, and incompetency in answering the questions of students (Thompson, 1963). Moreover, the difficulties encountered in subjects such as individual differences, extra administrative tasks, and material deficiency can also create professional anxiety (McCormack, 1996; Meek & Behets, 1999). Turkey has candidate teaching processes in addition to those mentioned previously. The anxiety level of teachers just starting in the profession is higher than more experienced teachers (Wagner, 2008). This inexperience and the anxiety sources mentioned by Thompson (1963) affect the anxiety levels of new teachers. According to Dursun and Karagün (2012), pre-service teachers do not get emotional guidance during their undergraduate training. In Turkey, the undergraduate training in educational faculties makes an effort to prepare pre-service teachers for the teaching profession, but not for the exams required to become a teacher. For this reason, pre-service teachers get anxious before starting in their profession. According to Cüceloğlu (1996), not knowing what will happen in the future is one of the principal reasons of anxiety

for people (Cited in: Doğan & Çoban, 2009). Anxiety among individuals who feel insecure increases (Sinclair, Heys & Kemmis, 1974). Sezgin and Duran (2011) noticed that most participants had anxiety and were desperate about their future due to the KPSS exam. Moreover, this has led to different results, and according to a study carried out by Yüksel (2007), pre-service teachers who lost hope for being appointed began to pay less attention on their teaching courses.

According to Öner (1990), anxiety is an emotional reaction against the environmental and psychological situations present in human structure in general (Cited in: Bozkurt, 2004). Anxiety is the uneasiness experienced in a situation threatening the individuals (Scovel 1991). Moreover, anxiety can cause panic, despair, fear, boredom, shame, dyspnea, and loss of concentration (Cemen, 1987). The anxiety teachers experience in the classroom environment is capable of creating disturbances and affecting students. According to McKeachie (1997), if students notice that their teachers have high level of anxiety, they also become anxious. Fuller (1969) categorized the anxiety towards the teaching profession into three sub-groups: self-centered anxieties, task-centered anxieties, and student-centered anxieties (Fuller, 1969; Smith 2000). Self-centered anxieties express the individual anxieties of teachers. Here, teachers question their professional competence and their success in their profession. Task-centered anxieties are those related to individuals' way of conducting their work. According to the constructivism approach that creates the basis for the educational system of Turkey, the teacher has the role of a guide (Erdem & Demirel, 2002). In this sense, task-centered anxieties of children are related to their thoughts about whether they can fulfill their role of guidance. Finally, in student-centered anxieties, teachers experience a fear of being insufficient for students.

Purpose of the Study

The purpose of this study was to determine the anxiety level of the pre-service teachers about being appointed to their profession. The study especially sought answers for the following questions:

1. Does the anxiety of pre-service teachers about being appointed to their profession differ according to their gender?
2. Does the anxiety of pre-service teachers about being appointed to their profession differ according to the type of high school from which they graduated?
3. Does the anxiety of pre-service teachers about being appointed to their profession differ according to their age?
4. Does the anxiety of pre-service teachers about being appointed to their profession differ according to their department?
5. Does the anxiety of pre-service teachers about being appointed to their profession differ according to their current grade level at school?
6. Does the anxiety of pre-service teachers about being appointed to their profession differ according to number of siblings they have?

Methodology

A relational survey model was used in this study investigating the anxieties of pre-service teachers towards being appointed to roles in their profession. Relational screening was performed to obtain clues related to cause-and-effect and to determine the relationship between two or more variables (Karasar, 1998; Can, 2014).

Participants

The study population included first-year and last-year students studying at Mersin University Faculty of Education in the 2014-2015 academic year. The fields covered in the study were Science Teaching; English Teaching; Classroom Teaching; Psychological Counseling and Guidance; Pre-School Teaching; Mathematics Teaching; and Turkish Teaching. Because the population was accessible, there was no need to draw a sample from this population. As a result, 418 participants were included in the study.

Data Collection Techniques

This study used the “Pre-Service Teacher Anxiety Scale” that Saban, Korkmaz, and Akbaşı (2004) adapted from Borich (1996). This scale is a 5-point Likert type scale that included 45 items and three dimensions: self-centered anxieties, student-centered anxieties, and task-centered anxieties. The highest possible score is 75. Saban, Korkmaz and Akbaşı (2004) analyzed the Cronbach Alpha internal consistency coefficient to measure the reliability of this scale, and calculated the Cronbach Alpha coefficient as .76 for self-centered anxiety, .73 for task-centered anxiety, and .76 for student-centered anxiety. According to the Cronbach Alpha test results performed for this study, the internal consistency coefficient of the self-centered anxieties sub-factor was .88, the internal consistency coefficient for the task-centered anxieties was .87, and the internal consistency coefficient of the student-centered anxieties was .97. The Cronbach Alpha internal consistency for all scales was .95.

Data Analysis

The data analysis was performed in “SPSS 20.0” statistical software. Arithmetic average and standard deviation were used for the statistical analyses. As a result of the normality tests, no normal distribution was noticed; among the non-parametrical statistical methods, the Mann-Whitney and Kruskal-Wallis tests were performed.

Results

The breakdown of the pre-service teachers who participated in the study is presented in Table I.

Anxiety of Pre-Service Teachers

Table I

Frequency table of the pre-service teachers participating in the research according to the measured variables

| | | N | % |
|--------------------|---|-----|------|
| Gender | Female | 278 | 66.5 |
| | Male | 140 | 33.5 |
| Age | 17-19 | 75 | 17.9 |
| | 20-22 | 228 | 54.5 |
| | 23-25 | 103 | 24.6 |
| | 26-28 | 7 | 1.7 |
| | 29 and over | 5 | 1.2 |
| High School Type | General High School | 188 | 45 |
| | Anatolian High School | 180 | 43.1 |
| | Anatolian Teacher Training High School | 27 | 6.5 |
| | Science High School | 1 | 0.2 |
| | Anatolian Technical and Industrial Vocational High School | 19 | 4.5 |
| | Other | 3 | 0.7 |
| Grade | 1 st Grade | 176 | 42.1 |
| | 4 th Grade | 242 | 57.9 |
| Department | Science Teaching | 70 | 16.7 |
| | English Teaching | 48 | 11.5 |
| | Classroom Teaching | 100 | 23.9 |
| | Pre-School Teaching | 60 | 14.4 |
| | Mathematics Teaching | 56 | 13.4 |
| | Turkish Teaching | 84 | 19.9 |
| Number of Siblings | One Child | 34 | 8.1 |
| | One Sibling | 68 | 16.3 |
| | Two Siblings | 96 | 23 |
| | Three Siblings | 82 | 19.6 |
| | Four Siblings | 66 | 15.8 |
| | Five Siblings and Over | 72 | 17.2 |

Anxiety level of pre-service teachers about being appointed to their profession

Standard deviation and arithmetic average values calculated for each factor of the scale in order to measure anxiety of pre-service teachers towards being appointed to their profession are presented in Table II.

Table II

Anxiety of pre-service teachers about being appointed

| | N | Min. | Max. | \bar{x} | SD |
|----------------------------|-----|------|------|-----------|-------|
| Self-centered Anxieties | 418 | 15 | 71 | 34.23 | 11.07 |
| Task-centered Anxieties | 418 | 15 | 68 | 38.92 | 11.24 |
| Student-centered Anxieties | 418 | 15 | 71 | 36.68 | 12.50 |
| Entire Scale | 418 | 45 | 190 | 109.83 | 32.36 |

Table 2 show that the average score of pre-service teachers on the self-centered anxieties sub-factor was 34.23 and the standard deviation was 11.07; the average score of pre-service teachers on the task-centered anxieties sub-factor was 38.92 and the standard deviation was 11.27; and the average score of pre-service teachers on the student-centered anxieties sub-factor was 36.68 and the standard deviation was 12.5. The average score of pre-service teachers on all scales was 109.83 and the standard deviation was 32.36. All sub-factors were below the lowest and highest average scores (15-75). When all scales were investigated, the average score was also below the lowest and highest average possible scores (45-225). When the sub-factors were compared, the task-centered anxieties sub-factor stimulated more anxiety than the other sub-factors.

Does anxiety of pre-service teachers about being appointed to their profession differ significantly according to their gender?

The results of the analysis performed according to gender in terms of pre-service teachers' anxiety towards being appointed to their profession are presented in Table III.

Table III

The anxiety of pre-service teachers about being appointed to their profession, according to their gender

| | Gender | N | S.A. | S.T. | U | P |
|----------------------------|--------|-----|--------|---------|---------|------|
| Self-centered Anxieties | Female | 278 | 212.37 | 59040 | 18661 | .493 |
| | Male | 140 | 203.79 | 28531 | | |
| Task-centered Anxieties | Female | 278 | 212.01 | 58939 | 18762 | .549 |
| | Male | 140 | 204.51 | 28632 | | |
| Student-centered Anxieties | Female | 278 | 209.93 | 58359.5 | 19341.5 | .919 |
| | Male | 140 | 208.65 | 29211.5 | | |

According to the Mann-Whitney U-test performed to measure the anxiety of pre-service teachers about being appointed to their profession in a group with 418 participants, including 278 females and 140 males, no statistically significant difference was noticed between the anxiety of female pre-service teachers and the anxiety of male pre-service teachers ($p > 0.05$). Moreover, this was also valid for all other sub-factors. As a result of the analysis, female pre-service teachers had higher average scores in all sub-factors and all scales than male pre-service teachers.

Does the anxiety of pre-service teachers about being appointed to their profession differ significantly according to the type of high school from which they graduated?

The results of the analysis performed according to the type of high school from which the pre-service teachers graduated in terms of their anxiety about being appointed to their profession are presented in Table IV.

Table IV

Anxiety scores of pre-service teachers about being appointed to their profession, according to the type of high school from which they graduated

| | | Type of High School | N | S.A. | SD | X ² | P |
|-----------------------------------|---|---------------------|-----|--------|----|----------------|------|
| Self-centered Anxieties | General High School | | 188 | 205.9 | | | |
| | Anatolian High School | | 180 | 210.62 | | | |
| | Anatolian Teacher Training High School | | 27 | 241.52 | 4 | 2.58 | .630 |
| | Anatolian Technical and Industrial Vocational High School | | 19 | 190 | | | |
| | Other | | 4 | 204.88 | | | |
| Task- centered Anxieties | General High School | | 188 | 216.26 | | | |
| | Anatolian High School | | 180 | 204.82 | | | |
| | Anatolian Teacher Training High School | | 27 | 221.54 | 4 | 3.24 | .518 |
| | Anatolian Technical and Industrial Vocational High School | | 19 | 169.24 | | | |
| | Other | | 4 | 212.38 | | | |
| Student- centered Anxieties | General High School | | 188 | 208.69 | | | |
| | Anatolian High School | | 180 | 209.15 | | | |
| | Anatolian Teacher Training High School | | 27 | 257.09 | 4 | 7.61 | .107 |
| | Anatolian Technical and Industrial Vocational High School | | 19 | 163.47 | | | |
| | Other | | 4 | 160.88 | | | |
| Total | General High School | | 188 | 210.82 | | | |
| | Anatolian High School | | 180 | 207.94 | | | |
| | Anatolian Teacher Training High School | | 27 | 240.02 | 4 | 3.66 | .454 |
| | Anatolian Technical and Industrial Vocational High School | | 19 | 173.5 | | | |
| | Other | | 4 | 182.63 | | | |

According to the Kruskal-Wallis test performed to determine whether there was a significant difference in anxiety of pre-service teachers about being appointed to their profession based on the type of high school from which they graduated in a group with 418 participants, including 111 general high schools, 180 Anatolian high schools, 27 Anatolian teacher training high schools, 19 Anatolian technical and industrial vocational high schools, and 4 other high schools, no significant difference was observed ($p > 0.05$). Moreover, no significant difference was observed in the sub-factors. In light of this information, it seems that the type of high school from which the pre-service teachers graduated created no significant difference in anxiety about being appointed. As a result of the analysis, the average scores of pre-service teachers who graduated from an Anatolian Teacher Training High School was higher than the average scores of other pre-service teachers.

Does the anxiety of pre-service teachers about being appointed differ significantly based on their age?

The results of the analysis performed according to the pre-service teachers' age in terms of their anxiety about being appointed are presented in Table V.

Table V
Anxiety scores of pre-service teachers about being appointed, according to their age

| | Age | N | S.O. | SD | X ² | p | Significant difference |
|-------------------------------|--------------|-----|--------|----|----------------|------|------------------------|
| Self-centered Anxieties | 17-19 | 75 | 233.19 | 4 | 10.43 | .034 | 2-3 |
| | 20-22 | 228 | 196.97 | | | | |
| | 23-25 | 103 | 233.74 | | | | |
| | 26-28 | 7 | 137.14 | | | | |
| | 29 and older | 5 | 177.6 | | | | |
| Task-centered Anxieties | 17-19 | 75 | 221.89 | 4 | 15.45 | .004 | 1-4 2-3 3-4 |
| | 20-22 | 228 | 196.35 | | | | |
| | 23-25 | 103 | 239.27 | | | | |
| | 26-28 | 7 | 122.07 | | | | |
| | 29 and older | 5 | 132.7 | | | | |
| Student-centered Anxieties | 17-19 | 75 | 223.17 | 4 | 16.74 | .002 | 2-3 3-4 3-5 |
| | 20-22 | 228 | 193.52 | | | | |
| | 23-25 | 103 | 242.85 | | | | |
| | 26-28 | 7 | 151.79 | | | | |
| | 29 and older | 5 | 127 | | | | |
| Total | 17-19 | 75 | 222.15 | 4 | 16.53 | .002 | 2-3 3-4 3-5 |
| | 20-22 | 228 | 194.54 | | | | |
| | 23-25 | 103 | 242.17 | | | | |
| | 26-28 | 7 | 130.21 | | | | |
| | 29 and older | 5 | 139.8 | | | | |

According to the Kruskal-Wallis test performed to determine whether the age of pre-service teachers created a significant difference in their anxiety about being appointed, the analysis included a total of 418 participants, with 75 between 17-19 years, 228 between 20-22 years, 103 between 23-25 years, 7 between 26-28 years, and 5 at 29 years or older ($p < 0.05$). According to the Mann-Whitney U-test results, significant differences were noticed among the pre-service teachers in the 20-22 and 23-25 age groups in the self-centered anxieties sub-factor. In the task-centered anxieties sub-factor, significant differences were found among the pre-service teachers in the 17-19 and 26-28 age groups, among the 20-22 and 23-25 age groups, and among the 23-25 and 26-28 age groups. In the student-centered anxieties sub-factor, significant differences were determined among the pre-service teachers in the 20-22 and 23-25 age groups, among the 23-25 and 26-28 age groups, and among the 23-25 age group and the 29 and older group. In all scales, significant differences were observed among the pre-service teachers in the 20-22 and 23-25 age groups, among the 23-25 and 26-28 age groups, and among the 23-25 age group and the 29 and older group. As a result of the analysis, the average scores of pre-service teachers in the 23-25 age group was higher than the other pre-service teachers in all sub-factors and in the total score.

Does the anxiety of pre-service teachers about being appointed to their profession differ significantly based on their department?

The results of the analysis performed according to the variable of department in terms of pre-service teachers' anxieties towards being appointed were presented in Table VI.

Table VI

The anxieties of pre-service teachers about being appointed to their profession, according to their departments

| | Department | N | S.O. | SD | X ² | p | Significant Difference |
|----------------------------|----------------------|-----|--------|----|----------------|------|------------------------|
| Self-centered Anxieties | Science Teaching | 70 | 222.72 | | | | |
| | English Teaching | 48 | 241.93 | | | | 1-4 |
| | Classroom Teaching | 100 | 224.34 | 5 | 15.26 | .009 | 2-4 |
| | Pre-school Teaching | 60 | 167.33 | | | | 2-6 |
| | Mathematics Teaching | 56 | 212.46 | | | | 3-4 |
| | Turkish Teaching | 84 | 190.43 | | | | |
| Task-centered Anxieties | Science Teaching | 70 | 231.03 | | | | |
| | English Teaching | 48 | 212.05 | | | | |
| | Classroom Teaching | 100 | 202.68 | 5 | 3.24 | .663 | |
| | Pre-school Teaching | 60 | 203.33 | | | | |
| | Mathematics Teaching | 56 | 197.96 | | | | |
| | Turkish Teaching | 84 | 210.33 | | | | |
| Student-centered Anxieties | Science Teaching | 70 | 218.64 | | | | |
| | English Teaching | 48 | 247.74 | | | | 1-4 |
| | Classroom Teaching | 100 | 218.35 | 5 | 11.54 | .042 | 2-4 |
| | Pre-school Teaching | 60 | 174.97 | | | | 2-6 |
| | Mathematics Teaching | 56 | 197 | | | | 3-4 |
| | Turkish Teaching | 84 | 202.49 | | | | |
| Total | Science Teaching | 70 | 233.39 | | | | |
| | English Teaching | 48 | 236.68 | | | | |
| | Classroom Teaching | 100 | 216.46 | 5 | 8.21 | .145 | |
| | Pre-school Teaching | 60 | 178.66 | | | | |
| | Mathematics Teaching | 56 | 201.54 | | | | |
| | Turkish Teaching | 84 | 201.45 | | | | |

The Kruskal-Wallis test to determine whether the pre-service teachers' department created a significant difference in anxieties about being appointed to their profession was performed on 418 participants included 70 Science Teaching, 48 English Teaching, 100 Classroom Teaching, 60 Pre-School Teaching, 56 Mathematics Teaching, and 84 Turkish Teaching departments. Results showed that the department created a significant difference in self-centered anxieties sub-factor and student-centered anxieties sub-factor for pre-service teachers ($p < 0.05$). It created no significant difference in the task-centered anxieties sub-factor and in the total scale ($p > 0.05$). According to the results of the Mann-Whitney U-test performed to specify where this difference was present, significant differences were noticed in the self-centered anxieties sub-factor between Science Teaching department students and Pre-School Teaching department students, between English Teaching department students and Pre-School Teaching department students, between English Teaching department students and Turkish Teaching department students, and between Classroom Teaching

department students and Pre-School teaching departments. Significant differences were noticed in the student-centered anxieties sub-factor between Science Teaching department students and Pre-School Teaching department students, between English Teaching department students and Pre-School Teaching department students, between English Teaching department students and Turkish Teaching department students, and between Classroom Teaching department students and Pre-School Teaching departments.

As a result of the analysis, the average score obtained by the pre-service teachers in English Teaching department in the total scale, in the student-centered anxieties sub-factor and, in the self-centered anxieties sub-factor was higher than the other pre-service teachers. The average scores obtained by the pre-service teachers in the Science Teaching department in the task-centered anxieties sub-factor were higher than the other pre-service teachers. Furthermore, the average score obtained by the pre-service teachers in the Pre-School Teaching department in the total scale, in the student-centered anxieties sub-factor, and in the self-centered anxieties sub-factor was lower than the other pre-service teachers. The average scores obtained by the pre-service teachers in the Mathematics Teaching department in the task-centered anxieties sub-factor were lower than the other pre-service teachers.

Does the anxiety of pre-service teachers differ significantly based on their current grade level in school?

The results of the analysis of the pre-service teachers' current grade level in school in terms of their anxieties about being appointed are presented in Table VII.

Table VII

Pre-service teachers' anxieties about being appointed to their profession, according to their current grade level in school

| | Grade Level | N | S.O. | S.T. | U | P |
|----------------------------|-----------------------|-----|--------|---------|---------|------|
| Self-centered Anxieties | 1 st Grade | 176 | 197.37 | 34736.5 | 19160.5 | .080 |
| | 4 th Grade | 242 | 218.32 | 52834.5 | | |
| Task-centered Anxieties | 1 st Grade | 176 | 207.04 | 36439.5 | 20863.5 | .723 |
| | 4 th Grade | 242 | 211.29 | 51131.5 | | |
| Student-centered Anxieties | 1 st Grade | 176 | 195.85 | 34470 | 18894 | .049 |
| | 4 th Grade | 242 | 219.43 | 53101 | | |
| Total | 1 st Grade | 176 | 198.67 | 34966.5 | 19390.5 | .118 |
| | 4 th Grade | 242 | 217.37 | 52604.5 | | |

The Mann-Whitney U-test to determine whether the current grade level of the pre-service teachers created a significant difference in anxieties about being appointed to their profession was performed on a group with 418 participants including 176 first-grade and 242 fourth-grade students, and no significant difference was noticed in the self-centered anxieties sub-factor, the student-centered anxieties sub-factor, and in the total scale ($p > 0.05$). As a result of the analysis, the average scores of the fourth grade pre-service teachers in all sub-factors and in the total scale were higher than the first grade pre-service teachers.

Does the anxiety of pre-service teachers differ significantly based on the number of siblings they have?

The results of the analysis performed according to the number of siblings the pre-service teachers had in terms of their anxieties about being appointed in their profession are presented in Table VIII.

Table VIII

Pre-service teachers' anxieties towards being appointed, according to the number of siblings they have

| | Number of Siblings | N | S.O. | SD | X ² | P | Significant Difference |
|----------------------------|--------------------|----|--------|----|----------------|------|------------------------|
| Self-centered Anxieties | Only Child | 34 | 157.79 | | | | 1-3 |
| | One Sibling | 68 | 201.04 | | | | 1-5 |
| | Two Siblings | 96 | 216.21 | 5 | 13.42 | .020 | 1-6 |
| | Three Siblings | 82 | 200.54 | | | | 2-6 |
| | Four Siblings | 66 | 207.91 | | | | 4-6 |
| | Five or More | 72 | 244.62 | | | | |
| Task-centered Anxieties | Only Child | 34 | 189 | | | | |
| | One Sibling | 68 | 204.15 | | | | |
| | Two Siblings | 96 | 216.61 | 5 | 4.27 | .512 | |
| | Three Siblings | 82 | 195.79 | | | | |
| | Four Siblings | 66 | 211.8 | | | | |
| | Five or More | 72 | 228.27 | | | | |
| Student-centered Anxieties | Only Child | 34 | 166.74 | | | | |
| | One Sibling | 68 | 199.49 | | | | |
| | Two Siblings | 96 | 216.05 | 5 | 9.34 | .096 | |
| | Three Siblings | 82 | 210.2 | | | | |
| | Four Siblings | 66 | 200.56 | | | | |
| | Five or More | 72 | 237.83 | | | | |
| Total | Only Child | 34 | 168.57 | | | | |
| | One Sibling | 68 | 201.71 | | | | |
| | Two Siblings | 96 | 217.39 | 5 | 9.2 | .101 | |
| | Three Siblings | 82 | 201.22 | | | | |
| | Four Siblings | 66 | 205.76 | | | | |
| | Five or More | 72 | 238.52 | | | | |

According to the Kruskal-Wallis test to determine whether the number of siblings variable created a significant difference in the anxieties of pre-service teachers about being appointed to their profession was performed on a group of 418 participants, including 34 students as the only child of the family, 68 with one sibling, 96 with two siblings, 82 with three siblings, 66 with four siblings, and 72 with five or more siblings, and no significant difference was noticed in the task-centered anxieties sub-factor, in the student-centered anxieties sub-factor, and in the total scale ($p > 0.05$). A significant difference was noticed in the self-centered anxieties sub-factor. According to the Mann-Whitney U-test, a significant difference existed between the pre-service teachers who were the only child in their family and those with two siblings, between pre-service teachers who were the only child of their family and those with four siblings, between pre-service teachers who were the only child of

their family and those with five or more siblings, between pre-service teachers with one sibling and those with five or more siblings, and between pre-service teachers with four siblings and those with five or more siblings.

As a result of the analysis, the average scores pre-service teachers with five or more siblings were higher than the average scores of other pre-service teachers in all sub-factors and in the total scale.

Discussion and Recommendations

For pre-service teachers, the variables of gender, the type of high school from which they graduated, age, department, current grade level in school, and the number of siblings were measured in this study to understand the anxieties of pre-service teachers about being appointed to their profession. As a result of the analyses, the anxiety of pre-service teachers about being appointed to their profession was low. Parallel results were obtained in studies by Özen, Yıldız, and Yıldız (2013); Dilmaç (2010); and Doğan and Çoban (2009). This was also true of all sub-factors, where the anxiety was also found to be low. When the sub-factors were compared, the task-centered anxieties sub-factor had a higher average score than the other sub-factors, and accordingly, created more anxiety than the other factors. This matched the results of studies by Demirtaş, Üredi, and Akbaşlı (2015); and Atmaca (2013). Serin, Güneş, and Değirmenci (2015); and Dilmaç (2010) emphasized that the self-centered anxieties sub-factor created more anxiety than the other sub-factors, and Özen, Yıldız, and Yıldız (2013) found that the student-centered anxieties sub-factor created more anxiety than the others. A high level of anxiety can prevent the attention of pre-service teachers to be directed towards their teaching role. Moreover, high anxiety in the Public Personnel Selection Examination as the final step to start their professional lives can cause negative results for pre-service teachers (Sezgin and Duran, 2011).

The gender of the pre-service teachers created no significant difference, and moreover, female pre-service teachers had higher anxiety scores than their male pre-service counterparts. This matched results by Kahramanoğlu and Ay (2013); Dilmaç (2010); Taşğın (2006); and Saban, Korkmaz, and Akbaşlı (2004). In studies by Saracoğlu, Kumral, and Kanmaz (2009); and Akgün and Özgür (2014), the anxiety levels of female pre-service teachers were also higher. In research conducted on the relationship between anxiety and gender, the anxiety levels of females were higher than the males when psychiatric precautions were taken; and when the student groups were discussed, no significant difference was determined between the genders (Gençtan, 1993, referenced in: Dilmaç, 2010).

When the type of high school from which the pre-service teachers graduated was considered, this variable was found to create no significant difference; furthermore, the pre-service teachers who graduated from an Anatolian Teacher Training High School had higher anxiety scores than the other pre-service teachers. According to the Çetin and Çetin (2006) study titled "An Investigation upon Anatolian Teacher Training High Schools and Faculty of Education students who Graduated from These Type of School", 35.1% of the pre-service teachers who participated were determined to prefer this profession due to having "Job

Guarantee.” According to these results, the pre-service teachers who preferred faculties of education due to job guarantee had to take the KPSS and Teaching Profession Content Knowledge Test in order to start work in their chosen profession. This pre-condition might possibly create anxiety in pre-service teachers who graduated from an Anatolian Teacher Training High School.

The variable of age created a significant difference; the pre-service teachers at the age of 25 had higher anxiety scores than the other pre-service teachers. This conformed with the results of the study by Demirtaş, Üredi, and Akbaşlı (2015).

The variable of department created a significant difference in the self-centered anxieties sub-factor and the student-centered anxieties sub-factor. Moreover, the pre-service teachers studying at the English Teaching department had higher anxiety scores than the other pre-service teachers in the self-centered anxieties sub-factor, the student-centered anxieties sub-factor, and in the total scale. The pre-service teachers studying at the Science Teaching department had higher anxiety scores than the other pre-service teachers in the task-centered anxieties sub-factor.

When the findings were analyzed, the pre-service teachers studying at the Pre-School Teaching department had lower scores than the other pre-service teachers. The reason for this difference is possibly not having to endure the Teaching Profession Content Knowledge Test and the KPSS in order to start their profession, as was required in other departments. According to Erdem and Soylu (2013), 25% of the participating pre-service teachers mentioned that implementation of KPSS should be maintained to start a new process required adaptation (Teaching Content Knowledge Test), which was possibly difficult. According to the same study, 75% of the pre-service teachers noted that content knowledge should be evaluated in teacher selection. Despite this, the anxiety levels of pre-service teachers studying at the Pre-School Teaching department without a Teaching Content Knowledge Test was lower than the other pre-service teachers in our study. Although pre-service teachers considered the Teaching Content Knowledge Test to be beneficial, this exam clearly increased their anxiety.

The current grade level of the pre-service teachers created a significant difference in the self-centered anxieties sub-factor and the student-centered anxieties sub-factor. Furthermore, the pre-service teachers studying at the final grade had higher anxiety scores than those in the first grade level. According to Saban, Korkmaz, and Akbaşlı (2004), because final grade students were in the process of being appointed to their profession, their anxieties were higher than those of first grade pre-service teachers.

Finally, the number of siblings of pre-service teachers created a significant difference in the self-centered anxieties sub-factor; the pre-service teachers with five or more siblings had higher anxiety scores than the other pre-service teachers. According to Alisinanoğlu and Ulutaş (2000), the number of siblings possibly affected anxiety based on the attitude, behavior, and economic status of the families. As the number of siblings increased, feelings of jealousy, envy, and not sharing the interest of parents could cause anxiety. This view was parallel with our study, and it seems that as the number of siblings increased, the level of

anxiety also increased. It's possible that the number of siblings caused pre-service teachers to assume more responsibility and accordingly have more anxiety.

In this study in which the anxiety of pre-service teachers about being appointed to their profession was analyzed, the significance among the variables was also investigated. Consequently, the anxiety of pre-service teachers about being appointed to their profession was low. When the variables were analyzed, the variable of department was remarkable. In this variable, the anxiety levels of the pre-service teachers studying at the Pre-School Teaching department, which had no Teaching Content Knowledge Test or KPSS, were significantly lower than the students in other departments. For that reason, the Teaching Content Knowledge Test is considered to be one of the most important factors affecting the anxiety of pre-service teachers about being appointed to their profession.

According to our study, the anxieties of pre-service teachers about being appointed to their profession was generally low. However, it did not prove that all pre-service teachers had no anxiety. Therefore, definite regulations should be conducted to relieve the anxieties of pre-service teachers about being appointed to their profession. If we present an example to these regulations, the anxiety levels of the pre-service teachers could be decreased by organizing seminars and various activities in and out of their lessons.

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