



THE EXAMINATION OF THE PROFESSIONAL ANXIETY LEVELS OF TEACHER CANDIDATES

(ÖĞRETMEN ADAYLARININ MESLEKİ KAYGI DÜZEYLERİNİN İNCELENMESİ)

Zühal ÇUBUKÇU¹
Ayşe DÖNMEZ²

ABSTRACT

The anxiety of teacher candidates about their professions can be categorized into three groups as; self-centered anxiety, task-centered anxiety and student-centered anxiety. The focus of the self-centered anxiety is the individual, and individuals create the anxiety by themselves. Teacher candidates who have student-centered anxiety, are more student-centered in their designs and thoughts about teaching. The focus of the task-centered anxiety is the individual's educational role. Anxiety is formed by the factors that affect success and failure. The main purpose of this study is to examine the professional anxiety of teacher candidates in terms of several variables. The research is designed with the survey model, a descriptive study. The sample of the research is students who attend Eskişehir Osmangazi University, Faculty of Education in the 2008-2009 academic year. In the study two data collection tools are used: Personal Information Form and "Teacher Candidate Anxiety Scale". According to the findings of the study task-centered anxiety of teacher candidates is the highest, self-centered anxiety of teacher candidates is the lowest level.

Keywords: Professional anxiety level, teacher candidate, elementary education, secondary education.

ÖZ

Öğretmen adaylarının mesleğe ilişkin kaygılarını ben merkezli kaygılar, görev merkezli kaygılar ve öğrenci merkezli kaygılar olmak üzere üç grup altında toplamak mümkündür. Ben merkezli kaygıların odak noktasını, bireyin kendisi oluşturur. Öğrenci merkezli kaygıları taşıyan bir öğretmen adayı, öğretim ile ilgili düşüncelerinde ve tasarımlarında daha çok öğrenci merkezlidir. Görev merkezli kaygıların odak noktasını, bireyin öğreticilik görevi oluşturur. Kaygı daha çok başarı ve başarısızlığı etkileyen faktörlerle karşımıza çıkmaktadır. Bu araştırmanın temel amacı; öğretmen adaylarının mesleğe ilişkin kaygılarını çeşitli değişkenler açısından incelemektir. Araştırma genel tarama türünde, betimsel bir çalışmadır. Araştırmanın, çalışma grubunu 2008-2009 öğretim yılında Eskişehir Osmangazi Üniversitesi Eğitim Fakültesine devam eden öğrenciler oluşturmaktadır. Araştırmada kullanılan veri toplama araçları: Kişisel bilgi formu ve "Öğretmen Adayı Kaygı Ölçeği"nden oluşmaktadır. Araştırmada elde edilen bulgular doğrultusunda, öğretmen adaylarının görev merkezli kaygılarının en fazla, ben merkezli kaygılarının ise en düşük düzeyde olduğu görülmüştür.

Anahtar sözcükler: Mesleki kaygı düzeyi, öğretmen adayı, ilköğretim, ortaöğretim.

¹ Associate Professor Doctor, Department of Educational Sciences, Faculty of Education, Eskişehir Osmangazi University, Turkey. **E-mail:** zcubukcu@ogu.edu.tr

² Research Assistant, Department of Educational Sciences, Faculty of Education, Eskişehir Osmangazi University, Turkey. **E-mail:** aysedonmez@ogu.edu.tr

INTRODUCTION

At present, developments and improvements go on rapidly. As a result of people's effort for adjusting these developments, dealing with the difficulties and then encountering some obstacles at this period cause anxiety. "Anxiety gives the meaning of grief, uneasy thoughts and worry." (TDK, 2005). Öner (1998) defines anxiety as the mood which occurs dependent on the environmental stimulus that is perceived to be dangerous, threatening and the results of which is expected to be unpleasant.

Cannon (1932), interpreted anxiety as a reaction to disrupt balance or a situation that emerged as a result of the failure of reconstruction efforts (Geçtan, 1997). Işık (1996), defined anxiety that is based on the possibility of a threat from internal and external world or an emotion that is detected by people as a threat and interpreted against any experiencing state. Concerned person feels he is "literally in alarm condition and always something will happen" (Cited in Ciucci, 2007).

According to Geçtan (1980) anxiety is a natural feeling that contributes people to show the essential adaptation and survive by warning them against the dangers coming from outside. Expecting a negative result, inner contradiction, indefiniteness and the withdrawn of support can be regarded as the reasons of anxiety due to internal and external stimulants. Encountering with an unusual and frightening circumstance, an object or a person, having difficulty in deciding, internal and external conflicts may cause anxiety.

Mostly, anxiety is studied with stress and depression in terms of cause effect relation. People have the tendency to perceive the events in exaggeration and misinterpretation. Generally, it can be said that the feelings affecting people negatively cause anxiety. The increase of anxiety results in not knowing what to do in the future and being unable to decide. Moreover, it creates some inappropriate fears on people such as expecting something bad will happen to them. (Tümerdem, 2007). Anxiety includes perceiving the future negatively. (Aytar ve Erkan, 1986).

It is scheduled that as a system of people, all variables living inside and outside is in equilibrium. Accordingly, tension causes stress and makes an impact on the balanced system, and anxiety is a form of subjective experience stress. In the process of turning the deterioration balance into anxiety, physiological, emotional, behavioral and cognitive responses are emerging (Şahin, 1985).

Anxiety contributes people to show the essential adaptation and survive by warning them against the dangers coming from physical and social environment. Anxiety is a subjective fear and a danger signal that is felt and comprehended with conscious side. A danger or threat signal coming from the inside is what creates anxiety. This can be stimulated by an external impression. (Çavuşoğlu, 1990; cited in Ünaldı ve Alaz, 2008). When it is

taken into consideration, the anxiety of teacher candidates about their task centres upon specific points.

Fuller (1969) assembles the anxiety of teacher candidates about their task in three groups as the anxiety which is self-centered, task-centered and student centered (Taşgın, 2006). The focus of self-centered anxiety is the teacher candidates' themselves. Teacher candidates who have self-centered anxiety always worry about whether they can do this task successfully or not and for this reason they are always under intense stress. When the task of teacher is taken into account, the anxiety of teacher candidates about their success in their task centres on these questions; What is the profession of teaching for? How will I do the task every day? What will the head master of the school and my colleagues think about me when my classroom is noisy? The focus of task-centered anxiety consists of the candidates' teaching task. Teacher candidates who have task-centered anxiety are anxious about being effective instructors; therefore, they start to search new teaching methods and materials that they can use in their teaching branch. When the task of teacher is taken into consideration, in terms of task-centered anxiety the candidates try to find answers for these questions; How should education and teaching in different classes be? How can I follow and reach new materials, techniques and ideas for my teaching? Who can help me the best in order to be successful in my task? The focus of student-centered anxiety is the students. Teacher candidates who have student-centered anxiety are more student centered in their ideas about teaching. They start to wonder about and search for how they can cover each student's mental, emotional and social requirements (Saban and others, 2004).

In terms of student-centered anxiety, the teacher candidates' focus of anxiety is the students and they ask such questions to themselves: How can I help each student so that learning becomes possible, easy and fast for them? How can I help each student so that lifelong learning becomes important and indispensable for them? How can I help students who have special teaching requirements or who are high potential learners so that these children can go on their learning successfully apart from school? (Saban and others, 2004).

In a threatening and challenging environment, anxiety is a vision that the individual feels insufficient. When the individual comes face to face with a situation, the individual focuses on his personal deficiencies and undesirable consequences (Sarason, 1975; cited in Erkan, 2002).

Anxiety mostly occurs with the factors affecting success and failure. People who are not adequately prepared and who are without enough knowledge or experience and who can not use their knowledge or experience feel anxiety more than others. The increase of anxiety results in not knowing what to do in the future and being unable to decide. Moreover, it creates some inappropriate fears on people such as expecting something bad will happen to them.

The Aim of the Research

The aim of the research is to investigate the anxiety of teacher candidates who study at the Education Faculty of Osmangazi University related to their profession in terms of different variables. For this purpose, the answers to these questions are searched:

1. What is the level of teacher candidates' professional anxiety generally?
2. Does the level of their professional anxiety change according to the variables such as:
 - a. Gender,
 - b. The Bachelor Program they study at,
 - c. The class they continue,
 - d. The kind of secondary program they graduated from (quantitative, verbal, equal terms field),
 - e. The educational stage they are going to work in (primary first stage, primary second stage, secondary stage).
 - f. Whether there is a teacher they know among their parents or relatives.

Hypothesis

1. The teacher candidates who participated in the research reflect their personal opinions truthfully.
2. The method used in this research is considered to be suitable for the extent and the aim of the research .

Restrictions

The research group is restricted to the students at the Education Faculty of Osmangazi University.

METHOD

In this section, the information about the research model, the participating group, the means of collecting data and the statistical analysis of the data are given.

The Model of Research

This research is a descriptive study which is designed with survey model for determining the teacher candidates' anxiety related to their profession in terms of different variables.

The Participating Group

The participating group of the research consists of the students who study at Osmangazi University Education Faculty Primary Education

Department (Programs of Science and Mathematic Teaching and Primary School Education), Computer Education and Instructional Technology and also Secondary Education Department (Programs of Mathematics, Physics, Chemistry, Biology, History, Literature Education) in the 2008-2009 academic year.

Table 1. Personal Information About the Participating Group

Variables	N	%
Gender		
Female	221	71,3
Male	89	28,7
Program		
Primary Education	148	47,74
Secondary Education	122	39,36
Computer Education and Instructional Technology	40	12,90
Class		
1	167	53,9
2	84	27,1
3	31	10,0
4	28	9,0
The kind of secondary program they graduated from		
Quantitative	155	50,0
Verbal	44	14,2
Equally weighted	111	35,8
The educational stage they are going to work		
Primary First Stage	94	30,3
Primary Second Stage	84	27,1
Secondary	132	42,6
Example of a teacher in the family		
Yes	89	28,7
No	221	71,3
Total	310	100.0

Data Collection Tool

The means of collecting data used in this research include personal information form and “Teacher Candidates’ Anxiety Scale”. The personal information form is prepared by the researchers. As an anxiety scale “Teacher Candidates’ Anxiety Scale” which is developed by Saban, Korkmaz and Akbaşlı (2004) after adapting from Borich (1996) is used. Teacher Candidates’ Anxiety Scale consists of three parts as: (Self-centered, task-centered and student-centered anxiety) and it has 45 items totally.

The teacher candidates are asked to state their anxiety levels related to the questions in the scale by using a Likert type grading format (1= I do not get anxious, 2= I get anxious a little, 3= I get anxious partly, 4= I get anxious fairly, 5= I get anxious very much).

Teacher Candidates' Anxiety Scale consists of three parts: (Self-centered, task-centered and student-centered anxiety), and it has 45 items totally. The number of items for each part taking part in the scale is 15. The items grading self-centered anxiety are 2, 4, 8, 9, 13, 14, 18, 20, 24, 26, 28, 30, 32, 35 and 44 sequentially. The items grading task-centered anxiety are 1, 3, 6, 7, 10, 11, 12, 16, 21, 25, 27, 31, 33, 40 and 42 sequentially. Lastly, the items grading student-centered anxiety are 5, 15, 17, 19, 22, 23, 29, 34, 36, 37, 38, 39, 41, 43 and 45 sequentially. Furthermore, in this scale the lowest score for each part is 15, the highest score is 75. According to this, a teacher candidate has the professional anxiety represented with each part to the extent of how high or low his/her score from the related part is.

In order to determine the reliability of the Teacher Candidates' Anxiety Scale used in this research, the coefficient of Cronbach Alpha inner consistency is taken into account. As a result of this calculation, the coefficient of Cronbach Alpha inner consistency for the first part (self-centered) of the scale is .90, second part (task-centered) is .86 and third part (student-centered) is .93.

Analysis of the Data

Personal information form and "Teacher Candidates' Anxiety Scale"; are classified in SPSS 15.0 program according to the such variables as the teacher candidates' gender, the Bachelor Program they study at, their class, the kind of secondary program they graduated from, an example of a teacher among parents or relatives and the educational stage they are going to work in. Firstly, the average score of the teacher candidates' anxiety level is calculated. T-test is used in order to check if there is a difference in bilateral comparison and one-sided variance analysis (ANOVA) is carried out to determine if there is a considerable difference in the anxiety level of three or more groups. In this study, when there is a considerable difference in the average of multi-groups, Tukey HSD (Tukey Exactly Important Difference) Test is used to determine the dimensions of the difference. In the testing of the hypothesis, the lowest meaningfulness level is considered as 0.05.

FINDINGS AND COMMENTS

In this section, the findings of the data collected through the data collection tool and the conclusions are given in addition to the solutions and results. Findings are included under two main headings in the context of questions about the purpose of the study.

1. Professional Anxiety Levels of Teacher Candidates

In the scope of research in order to get ideas of teacher candidates about professional anxiety levels, arithmetic mean, standard deviation, the highest and the lowest score were calculated. Results are shown in table 2.

Table 2. Teacher Candidates \bar{x} , Ss, Min. ve Max. Values Relating to “Teacher Candidates’ Anxiety Scale”

Kinds of Anxiety	N	\bar{x}	Ss	Min	Max	The lowest and the highest score that can be taken from the scale
Self Centered Anxiety	310	32,93	11,02	15	72	15-75
Task Centered Anxiety	310	39,07	11,03	16	74	15-75
Student Centered Anxiety	310	35,28	12,31	15	75	15-75

As shown in Table 2, the mean score of the self centered anxiety of teacher candidates is $\bar{x}=32,93$, the mean score of the task-centered anxiety is $\bar{x}=39,07$, and the mean score of the student-centered anxiety is $\bar{x}=35,28$. If a teacher candidate received a high score from a section of a scale, it represents that the professional anxiety of teacher candidate is very high. Accordingly, when the average scores from the scale were examined, the level of task-centered anxiety of teacher candidates is the highest, and the level of self-centered anxiety is the lowest.

Saban and colleagues (2004), Taşğın (2006), Bozdam (2008), Ünalı and Alaz (2008) who used the same scale in their study found that the task-centered anxiety of teacher candidates is higher than self-centered and student-centered anxiety. These findings are parallel to the findings of this study. In a study made by Boz (2008), which aims to determine the anxiety levels of 339 Turkish teacher candidates, found that the task-centered anxiety of teacher candidates is the highest level and self-centered anxiety is the lowest level. In the same way, this study and the findings of our study are parallel to each other.

2. The Examination of Teacher Candidate's Professional Anxiety Levels in terms of the Various Variables

In this study, gender, the Bachelor Program they study at, the class they continue, the kind of secondary program they graduated from, the education

stage they are going to work in (primary first stage, primary second stage, secondary stage) and the existence of a teacher in their parents or relatives have been taken as variables.

2.1 The Comparison of Anxiety Levels of Teacher Candidates According to Gender Variable

In the study the first question asked to be answered “Do the professional anxiety levels of teacher candidates vary according to gender?” To investigate the relationship between gender and professional anxiety levels of teachers candidates, t test was done. The gender and the level of professional anxiety mean scores of teacher candidates who took part in study, standard deviations, t and p values are given in table 3.

Table 3. The Comparison of Anxiety Levels of Teacher Candidates According to Gender Variable

Kinds of Anxiety	Gender	N	\bar{x}	Sd	Ss	t	p
Self Centered Anxiety	Female	221	33,80	308	10,99	2,20	,029
	Male	89	30,79				
Task Centered Anxiety	Female	221	40,11	308	11,24	2,85	,006
	Male	89	36,50				
Student Centered Anxiety	Female	221	36,46	308	12,65	2,76	,005
	Male	89	32,35				

When table 3 was examined, the self-centered anxiety levels of male teacher candidates were $\bar{x} = 30.79$, and in females $\bar{x} = 33.80$ was observed. As a result of t test $t_{(308)} = 2,20$ ($p < 0.05$) was found. According to these results, self-centered anxiety levels of females are significantly higher than those of male teacher candidates. Task-centered anxiety levels were examined in males as $\bar{x} = 36.50$, and in females $\bar{x} = 40.11$ was observed. The average difference between the importance of control that has been calculated as $t(308) = 2.85$ value is significant at 0.05 level. According to these results, females’ task-centered anxiety levels are significantly higher than males’ anxiety levels. Student-centered anxiety levels of males were examined as $\bar{x} = 32.35$, and those of females were $\bar{x} = 36.46$. As a result of t test, $t_{(308)} = 2,76$ ($p < 0.05$) was found. Difference between the average is significant at 0.05 level. According to the results, females’ student-centered anxiety level is significantly higher than males’ student-centered anxiety levels.

In Taşğın's study (2006), task-centered and self-centered anxiety female teacher candidates carry is higher than the level of male teacher candidates. Saban and colleagues (2004) and Tümerdem (2007) detected that in their study the task-centered, student-centered and self-centered anxiety levels of female students are higher than male students' anxiety level. In Ünaldı and Alaz's (2008), Çakmak and Hedevalı's (2004) study female's average score of task-centered, student-centered and self-centered anxiety levels are higher than males, although these differences did not show any statistical significance.

2.2 The Comparison of Anxiety Levels of Teacher Candidates According to Bachelor Program They Study At

To investigate the relationship between bachelor program they study at and professional anxiety levels of teachers, according to bachelor program they study at, the level of professional anxiety mean scores and standard deviation values are given in table 4.

Table 4. Teacher Candidates' Anxiety Scale Scores According to Bachelor Program They Study At N, \bar{x} ve Ss Values

Kinds of Anxiety		N	\bar{x}	Ss
Self Centered Anxiety	Primary	148	36,57	10,97
	Secondary	122	28,17	9,15
	Computer Education and Instructional Technology	40	33,98	11,17
Task Centered Anxiety	Primary	148	42,67	10,61
	Secondary	122	34,60	10,33
	Computer Education and Instructional Technology	40	39,40	9,81
Student Centered Anxiety	Primary	148	38,80	12,77
	Secondary	122	30,98	10,32
	Computer Education and Instructional Technology	40	35,35	12,24

When table 4 was examined, it is seen that the self-centered anxiety level of teacher candidates who study in primary education is $\bar{x} = 36.57$; that of teacher candidates who study in secondary education is $\bar{x} = 28.17$; teacher candidates' average score who study in CEIT is $\bar{x} = 33.98$; the task-centered anxiety level of teacher candidates who study in primary education is $\bar{x} = 42.67$; that of teacher candidates who study in secondary education is $\bar{x} = 34.60$; teacher candidates average score who study in CEIT is $\bar{x} = 39.40$; the student-centered anxiety level of teacher candidates who study in primary education is $\bar{x} = 38.80$; that of teacher candidates who study in secondary education is $\bar{x} = 30.98$; teacher candidates average score who study in CEIT is $\bar{x} = 35.35$.

Tablo 5. The Comparison of Anxiety Levels of Teacher Candidates According to Bachelor Program They Study At

Kinds of Anxiety		Sum of Square	sd	Mean Square	F	p
Self Centered Anxiety	Between groups	4771,04	2	2385,52	22,37	,000
	Within groups	32734,54	307	106,63		
	Total	37505,58	309			
Task Centered Anxiety	Between groups	4360,74	2	2180,37	20,15	,000
	Within groups	33227,70	307	108,23		
	Total	37588,44	309			
Student Centered Anxiety	Between groups	4083,16	2	2041,58	14,66	,000
	Within groups	42750,99	307	139,25		
	Total	46834,14	309			

When table 5 is examined, according to the Bachelor degree program, self-centered anxiety levels ($F_{(308)}=22,37$; $p<0.05$), task-centered anxiety levels ($F_{(308)}=20,15$; $p<0.05$) and student-centered anxiety levels ($F_{(308)}=16,66$; $p<0.05$) related to calculated values and mean scores can be said as significant at 0.05 level. In these results, to determine the significant difference between the average score of professional anxiety level and bachelor program they study at Tukey HSD test was applied. Test results are shown in table 6.

Saban and colleagues (2004) made a study in which professional anxiety level of teacher candidates according to bachelor program they study at becomes different.

Table 6. The Multi Comparison of Teacher Candidates Self-Centered, Task-Centered and Student-Centered Anxiety Level Relating To Bachelor Program Variable

Kinds of Anxiety	(I) Program	(J) Program	Difference		
			Between Average	Standard Error	p
Self Centered Anxiety	Primary	Secondary	8,40(*)	1,26	,000
		CEIT	2,60	1,84	,336
	Secondary	Primary	-8,40(*)	1,26	,000
		CEIT	-5,80(*)	1,88	,006
	CEIT	Primary	-2,60	1,84	,336
		Secondary	5,80(*)	1,88	,006
Task Centered Anxiety	Primary	Secondary	8,07(*)	1,27	,000
		CEIT	3,27	1,85	,184
	Secondary	Primary	-8,07(*)	1,27	,000
		CEIT	-4,80(*)	1,90	,032
	CEIT	Primary	-3,27	1,85	,184
		Secondary	4,80(*)	1,90	,032
Student Centered Anxiety	Primary	Secondary	7,81(*)	1,44	,000
		CEIT	3,45	2,10	,231
	Secondary	Primary	-7,81(*)	1,44	,000
		CEIT	-4,37	2,15	,107
	CEIT	Primary	-3,45	2,10	,231
		Secondary	4,37	2,15	,107

When self-centered, task-centered and student-centered anxiety levels are compared in terms of bachelor program they study at in table 6, it is seen that there is a statistically significant difference. In these comparisons, self-centered anxiety level of the primary education teacher candidates is $\bar{x} = 36.57$ while majoring in secondary education is $\bar{x} = 28.17$ in accordance with the teacher candidates being educated; CEIT teacher candidates is $\bar{x} = 33.98$ while majoring in secondary education is $\bar{x} = 28.17$ according to the teacher candidates; task-centered anxiety level in the primary education teacher candidates is $\bar{x} = 42.67$ while majoring in secondary education is $\bar{x} = 34.60$ in accordance with the teacher candidates being educated; CEIT teacher

candidates is $\bar{x} = 39.40$ while majoring in secondary education teacher candidates is $\bar{x} = 34.60$, student-centered anxiety level in the primary education teacher candidates is $\bar{x} = 38.80$ while majoring in secondary education teacher candidates is $\bar{x} = 30.98$ with have higher anxiety level.

2.3 The Comparison of Professional Anxiety Levels of Teacher Candidates According to The Class They Continue

To investigate the relationship between the class that they continue and professional anxiety levels of teacher candidates, the level of professional anxiety according to the class that they continue, mean scores and standard deviations values are given in table 7.

Table 7. Teacher Candidates' Anxiety Scale Scores According to the Class They Continue N, \bar{x} ve Ss Values

Kinds of Anxiety	Class	N	\bar{x}	Ss
Self Centered Anxiety	1. Class	167	29,80	10,34
	2. Class	84	38,02	10,58
	3. Class	31	34,94	11,43
	4. Class	28	34,11	9,80
Task Centered Anxiety	1. Class	167	36,28	10,97
	2. Class	84	44,38	10,09
	3. Class	31	39,22	9,61
	4. Class	28	39,64	10,03
Student Centered Anxiety	1. Class	167	32,82	11,52
	2. Class	84	39,67	13,04
	3. Class	31	35,68	11,39
	4. Class	28	36,32	12,32

When table 7 was examined, self-centered anxiety level according to the 1. class teacher candidates is $\bar{x} = 29.80$; according to the 2. class teacher candidates is $\bar{x} = 38.02$; according to the 3. class teacher candidates is $\bar{x} = 34.94$; according to the 4. class is $\bar{x} = 34.11$ which shows students have an average score; task-centered anxiety level of 1. class teacher candidates is $\bar{x} = 36.28$; that of the 2. class teacher candidates is $\bar{x} = 44.38$; that of the 3. class teacher candidates is $\bar{x} = 39.22$; that of the 4. class teacher candidates is $\bar{x} = 39.64$ which shows they have an average score; student-centered anxiety level according to the 1. class teacher candidates is $\bar{x} = 32.82$; according to the 2. class teacher candidates is $\bar{x} = 39.67$; according to the 3. class teacher candidates is $\bar{x} = 35.68$; according to the 4. class teacher candidates is $\bar{x} = 36.32$ which shows that they have an average score.

Tablo 8. The Comparison of Anxiety Levels of Teacher Candidates According to the Class They Continue

Kinds of Anxiety		Sum of Square	sd	Mean Square	F	p
Self Centered Anxiety	Between groups	3976,60	2	1325,53	12,10	,000
	Within groups	33528,98	307	109,57		
	Total	37505,58	309			
Task Centered Anxiety	Between groups	3683,45	2	1227,82	11,08	,000
	Within groups	33904,99	307	110,80		
	Total	37588,44	309			
Student Centered Anxiety	Between groups	2661,98	2	887,33	6,15	,000
	Within groups	44172,16	307	144,35		
	Total	46834,14	309			

When table 8 is examined, according to the class they continue variable, self-centered anxiety levels $F_{(308)}=12,10$; $p<0.05$); task-centered anxiety levels ($F_{(308)}=11,08$; $p<0.05$) and student-centered anxiety levels ($F_{(308)}=6,15$; $p<0.05$) related to calculated values and mean scores can be said to be significant at 0.05 level. By these results, to determine the significant difference between the average score of professional anxiety level and the class that they continue variable Tukey HSD test was applied. Test results are shown in Table 9.

Tablo 9. The Multi Comparison of Teacher Candidates Program Self-Centered, Task-Centered and Student-Centered Anxiety Level Relating to the Class They Continue Variable

Kinds of Anxiety	(I)Class	(J) Class	Difference	Stand	p
			Between Average	rd Error	
Self Centered Anxiety	1. Class	2. Class	-8,22(*)	1,40	,000
	2. Class	1. Class	8,22(*)	1,40	,000
Task Centered Anxiety	1. Class	2. Class	-8,10(*)	1,41	,000
	2. Class	1. Class	8,11(*)	1,40	,000
Student Centered Anxiety	1. Class	2. Class	-6,85(*)	1,61	,000
	2. Class	1. Class	6,85(*)	1,61	,000

When self-centered, task-centered and student-centered anxiety levels are compared in terms of the class they continue in the table 9, the difference is statistically significant. In these comparisons, the self-centered anxiety level of the 2. class teacher candidates is $\bar{x} = 38.02$, and that of those who study in the 1. class is $\bar{x} = 29.80$; the task-centered anxiety level in the 2. class teacher candidates is $\bar{x} = 44.38$ and that of those who study in the 1. class is $\bar{x} = 36.28$; the student-centered anxiety level in the 2. class teacher candidates is $\bar{x} = 39.67$ and that of those who study in the 1. class is $\bar{x} = 32.82$ with a higher level.

Çakmak and Hedevalı (2004) in their study, the first-year students, have higher anxiety level than the second and third year students. The level of anxiety in first-class students is high because of the beginning of university life, the changing circle of friends and leaving family.

Ünaldı and Alaz (2008) found in their study that the 4. and 5. class students' "task-centered and self-centered anxiety" is significantly lower than the 1. and 2. class students. According to Boz (2008), the self-centered anxiety level of teacher candidates who are studying in the 5. class is significantly lower than that of teacher candidates who are studying in 2. and 3. class.

2.4 The Comparison of Professional Anxiety Levels of Teacher Candidates according to the Kind of Secondary Program They Graduated From

To investigate the relationship between the kind of secondary program they graduated from and professional anxiety levels of teacher candidates, mean scores and standard deviation values of the level of professional anxiety according to the kind of secondary program they graduated from are given in table 10.

Table 10. Teacher Candidates' Anxiety Scale Scores according to the Kind of Secondary Program They Graduated From N, \bar{x} ve Ss Values

Kinds of Anxiety		N	\bar{x}	Ss
Self Centered Anxiety	Quantitative	155	32,43	10,97
	Verbal	44	28,07	9,51
	Equally weighted	111	35,56	10,97
Task Centered Anxiety	Quantitative	155	38,63	10,31
	Verbal	44	33,80	10,86
	Equally weighted	111	41,78	10,31
Student Centered Anxiety	Quantitative	155	35,25	11,92
	Verbal	44	30,18	10,56
	Equally weighted	111	37,33	12,98

When table 10 is examined, it is identified that the self-centered anxiety level according to the teacher candidates who graduated from quantitative area is $\bar{x} = 32.43$; that of teacher candidates who graduated from verbal area is $\bar{x} = 28.07$; that of teacher candidates who graduated from equally weighted area is $\bar{x} = 35.56$ that is an average score; task-centered anxiety levels according to the teacher candidates who graduated from quantitative area is $\bar{x} = 38.63$; that of teacher candidates who graduated from verbal area is $\bar{x} = 33.80$; that of teacher candidates who graduated from equally weighted area is $\bar{x} = 41.78$ that is an average score; that of student-centered anxiety levels according to the teacher candidates who graduated from quantitative area is $\bar{x} = 35.25$; that of teacher candidates who graduated from verbal area is $\bar{x} = 30.18$; that of teacher candidates who graduated from equally weighted area is $\bar{x} = 37.33$ that is an average score.

Tablo 11. The Comparison of Anxiety Levels of Teacher Candidates according to the Kind of Secondary Program They Graduated From

Kinds of Anxiety		Sum of Square	sd	Mean Square	F	p
Self Centered Anxiety	Between groups	1845,37	2	922,69	7,9	,00
	Within groups	35660,20	307	116,16	4	0
	Total	37505,58	309			
Task Centered Anxiety	Between groups	2072,17	2	1036,09	8,9	,00
	Within groups	35516,27	307	115,69	6	0
	Total	37588,44	309			
Student Centered Anxiety	Between groups	1611,74	2	805,87	5,4	,00
	Within groups	45222,40	307	147,30	7	5
	Total	46834,14	309			

When table 11 is examined, according to the kind of secondary program teacher candidates graduated from, self-centered anxiety levels ($F_{(308)}=7,94$; $p<0.05$); task-centered anxiety levels ($F_{(308)}=8,96$; $p<0.05$) and student-centered anxiety levels ($F_{(308)}=5,47$; $p<0.05$) related to calculated values and mean scores can be said to be significant at 0.05 level. By these results, to determine the significant difference between the average score of professional anxiety level and the kind of secondary program they graduated from, Tukey HSD test was applied. Test results are shown in table 12.

Tablo 12. The Multi Comparison of Teacher Candidates Program Self-Centered, Task-Centered and Student-Centered Anxiety Level Related to the Kind of Secondary Program They Graduated from Variable

Kinds of Anxiety	(I)	(J)	Difference Between Average	Standar Error	p
Self Centered Anxiety	Quantitative	Verbal	4,36408(*)	1,84	,048
		Egually weighted	-3,12630	1,34	,053
	Verbal	Quantitative	-4,36408(*)	1,84	,048
		Egually weighted	-7,49038(*)	1,92	,000
	Egually weighted	Quantitative	3,12630	1,34	,053
		Verbal	7,49038(*)	1,92	,000
Task Centered Anxiety	Quantitative	Verbal	4,83035(*)	1,84	,024
		Egually weighted	-3,15798(*)	1,34	,049
	Verbal	Quantitative	-4,83035(*)	1,84	,024
		Egually weighted	-7,98833(*)	1,92	,000
	Egually weighted	Quantitative	3,15798(*)	1,34	,049
		Verbal	7,98833(*)	1,92	,000
Student Centered Anxiety	Quantitative	Verbal	5,06979(*)	2,07	,040
		Egually weighted	-2,08172	1,51	,353
	Verbal	Quantitative	-5,06979(*)	2,07	,040
		Egually weighted	-7,15152(*)	2,16	,003
	Egually weighted	Quantitative	2,08172	1,51	,353
		Verbal	7,15152(*)	2,16	,003

When self-centered, task-centered and student-centered anxiety levels are compared in terms of the kind of secondary program they graduated from

in the table 12, it is concluded that the difference is statistically significant. In these comparisons, the self-centered anxiety level of the teacher candidates who graduated from the quantitative section is $\bar{x} = 32.43$; that of the teacher candidates who have graduated from the verbal section is $\bar{x} = 28.07$; that of the teacher candidates who graduated from equally weighted section is $\bar{x} = 35.56$; that of those who graduated from the verbal section is $\bar{x} = 28.07$; according to the teacher candidates who graduated from the quantitative section is $\bar{x} = 38.63$; according to the teacher candidates who graduated from the verbal section is $\bar{x} = 33.80$; according to the teacher candidates who graduated from equally weighted section is $\bar{x} = 41.78$, according to the teacher candidates who graduated from the verbal section is $\bar{x} = 33, 80$; according to the teacher candidates who graduated from equally weighted section is $\bar{x} = 41.78$, according to the teacher candidates who graduated from quantitative section is $\bar{x} = 38.63$; according to the self-centered anxiety level of teacher candidates who graduated from the quantitative section is $\bar{x} = 35.25$, according to the teacher candidates who graduated from the verbal section is $\bar{x} = 30.18$, that of the teacher candidates who graduated from equally weighted section is $\bar{x} = 37.33$, according to the teacher candidates who graduated from the verbal section is $\bar{x} = 30.18$ with a higher anxiety level.

2.5 The Comparison of Professional Anxiety Levels of Teacher Candidates According to The Educational Stage They Are Going to Work

To investigate the relationship between the educational stage they are going to work and the professional anxiety levels of teachers, the mean scores and standard deviations values of the level of professional anxiety according to the educational stage they are going to work are given in table 13.

Table 13. Teacher Candidates Anxiety Scale Scores According to The Educational Stage They Are Going to Work N, \bar{x} ve Ss Values

Kinds of Anxiety		N	\bar{x}	Ss
Self Centered Anxiety	Primary 1. Stage	94	38,02	10,70
	Primary 2. Stage	84	33,30	11,25
	Secondary	132	29,08	9,55
Task Centered Anxiety	Primary 1. Stage	94	44,01	9,80
	Primary 2. Stage	84	39,43	11,03
	Secondary	132	35,33	10,49
Student Centered Anxiety	Primary 1. Stage	94	39,45	12,50
	Primary 2. Stage	84	35,83	13,13
	Secondary	132	31,96	10,66

When table 13 is examined, the self-centered anxiety level according to the teacher candidates who are going to work in the first stage of primary education is $\bar{x} = 38.02$; that of teacher candidates who are going to work in the second stage of primary education is $\bar{x} = 33.30$; that of teacher candidates who are going to work in secondary education is $\bar{x} = 29.08$; task-centered anxiety levels according to the teacher candidates who are going to work in the first stage of primary education is $\bar{x} = 44.01$; that of teacher candidates who are going to work in the second stage of primary education is $\bar{x} = 39.43$; that of teacher candidates who are going to work in secondary education is $\bar{x} = 35.33$; student-centered anxiety level according to the teacher candidates who are going to work in the first stage of primary education is $\bar{x} = 39.45$; that of teacher candidates who are going to work in the second stage of primary education is $\bar{x} = 35.83$; that of teacher candidates who are going to work in secondary education is $\bar{x} = 31.96$.

Tablo 14. The Comparison of Anxiety Levels of Teacher Candidates According to The Educational Stage They Are Going to Work

Kinds of Anxiety		Sum of Square	sd	Mean Square	F	p
Self Centered Anxiety	Between groups	4408,82	2	2204,41	20,45	,000
	Within groups	33096,76	307	107,81		
	Total	37505,58	309			
Task Centered Anxiety	Between groups	4155,89	2	2077,94	19,08	,000
	Within groups	33432,55	307	108,90		
	Total	37588,44	309			
Student Centered Anxiety	Between groups	3117,51	2	1558,76	10,95	,000
	Within groups	43716,63	307	142,40		
	Total	46834,14	309			

When the educational stage the teacher candidates are going to work variable is examined in the table 14, self-centered anxiety levels ($F_{(308)}=20,45$; $p<0.05$); task-centered anxiety levels ($F_{(308)}=19,08$; $p<0.05$) and student-centered anxiety levels ($F_{(308)}=10,95$; $p<0.05$) related to calculated values and mean scores can be said to be significant at 0.05 level. By these results, to determine the significant difference between average score of professional anxiety level and the educational stage they are going to work, Tukey HSD test was applied. Test results are shown in the table 15.

Tablo 15. The Multi Comparison of Teacher Candidates Program Self-Centered, Task-Centered and Student-Centered Anxiety Level Relating to The Educational Stage They Are Going to Work Variable

Kinds of Anxiety	(I)	(J)	Difference Between Average	Standard Error	p
Self Centered Anxiety	Primary 1. Stage	Primary 2. Stage	4,72(*)	1,56	,007
		Secondary	8,95(*)	1,40	,000
	Primary 2. Stage	Primary 1. Stage	-4,72(*)	1,56	,007
		Secondary	4,22(*)	1,45	,011
	Secondary	Primary 1. Stage	-8,95(*)	1,40	,000
		Primary 2. Stage	-4,22(*)	1,45	,011
Task Centered Anxiety	Primary 1. Stage	Primary 2. Stage	4,58(*)	1,56	,010
		Secondary	8,69(*)	1,41	,000
	Primary 2. Stage	Primary 1. Stage	-4,58(*)	1,57	,010
		Secondary	4,10(*)	1,46	,014
	Secondary	Primary 1. Stage	-8,69(*)	1,41	,000
		Primary 2. Stage	-4,10(*)	1,46	,014
Student Centered Anxiety	Primary 1. Stage	Primary 2. Stage	3,61	1,79	,110
		Secondary	7,49(*)	1,61	,000
	Primary 2. Stage	Primary 1. Stage	-3,61	1,79	,110
		Secondary	3,88	1,66	,053
	Secondary	Primary 1. Stage	-7,49(*)	1,61	,000
		Primary 2. Stage	-3,88	1,67	,053

When task-centered and student-centered anxiety levels are compared in terms of the educational stage they are going to work in the table 15, it is seen that the difference is statistically significant. In these comparisons, self-centered anxiety level of teacher candidates who are going to work in the first stage of primary education is $\bar{x} = 38.02$; that of the teacher candidates who are

going to work in the second stage of primary education is $\bar{x} = 33.30$; that of the teacher candidates who are going to work in the first stage of primary education is $\bar{x} = 38.02$, that of those who are going to work in secondary education is $\bar{x} = 29.08$; that of those who are going to work in the second stage of primary education is $\bar{x} = 33.30$; that of the teacher candidates who are going to work in secondary education is $\bar{x} = 29.08$; the task-centered anxiety level of teacher candidates who are going to work in the first stage of primary education is $\bar{x} = 44.01$; that of the teacher candidates who are going to work in the second stage of primary education is $\bar{x} = 39.43$; that of those who are going to work in the first stage of primary education is $\bar{x} = 44.01$; that of those who are going to work in secondary education is $\bar{x} = 35.33$; that of those who are going to work in the second stage of primary education is $\bar{x} = 39.43$; that of teacher candidates who are going to work in secondary education is $\bar{x} = 35.33$; the student-centered anxiety levels of teacher candidates who are going to work in the first stage of primary education is $\bar{x} = 39.45$; that of those who are going to work in secondary education is $\bar{x} = 31.96$ with a higher anxiety level.

2.6 The Comparison of Anxiety Levels of Teacher Candidates According to An Example of A Teacher In Their Parents or Relatives Variable

In the study, the last question that is asked to be answered is “Do the professional anxiety levels of teacher candidates vary according to having a teacher in their family?” To investigate the relationship between this and the professional anxiety levels of teachers candidates, t-test is done. According to the teacher candidates who took part in the study, mean scores, standard deviations, t and p values are given in table 16.

Table 16. The Comparison of Anxiety Levels of Teacher Candidates According to The Example of A Teacher in Their Family Variable

Kinds of Anxiety	Being Teacher	N	\bar{x}	Ss	Sd	t	p																				
Self Centered Anxiety	Yes	89	32,52	10,48	308	-,434	,665																				
	No	221	33,10	11,20				Task Centered Anxiety	Yes	89	38,63	10,31	308	-,465	,642	No	221	39,25	11,24	Student Centered Anxiety	Yes	89	33,96	11,20	308	-1,27	,206
Task Centered Anxiety	Yes	89	38,63	10,31	308	-,465	,642																				
	No	221	39,25	11,24				Student Centered Anxiety	Yes	89	33,96	11,20	308	-1,27	,206	No	221	35,81	12,72								
Student Centered Anxiety	Yes	89	33,96	11,20	308	-1,27	,206																				
	No	221	35,81	12,72																							

When table 16 is examined, the level of self-centered anxiety of the teacher candidates who have a teacher in their family is $\bar{x} = 32.52$; that of the teacher candidates who haven't got a teacher in their family is $\bar{x} = 33.10$ ($t_{(308)} = -.434$; $p > 0.05$); the level of task-centered anxiety of the teacher candidates who have a teacher in their family is $\bar{x} = 38,6$; that of the teacher candidates who haven't got a teacher in their family is $\bar{x} = 39.35$ ($t_{(308)} = -.465$; $p > 0.05$); the level of task-centered anxiety of the teacher candidates who have a teacher in their family is $\bar{x} = 33.96$; that of the teacher candidates who haven't got a teacher in their family is $\bar{x} = 35.81$ ($t_{(308)} = -1,27$; $p > 0.05$). By the result of t-test the average scores did not show a significant difference at 0.05.

In Bozdağ's study (2008), all three types of anxiety levels of the teacher candidates who have a teacher in their family are lower than those of students who haven't got a teacher in their family.

RESULTS AND SUGGESTIONS

Results

In accordance with the findings of the study, the following conclusions were reached: When the average scores taken from the scale are observed, the task-centered anxiety level of the teacher candidates is the highest, and the self-centered anxiety level is the lowest.

According to the average scores in the results of the scale, it is found that the self-centered, task-centered and student-centered anxiety levels of female teacher candidates are higher than those of males. When the professional anxiety levels of teacher candidates are compared in terms of the bachelor program they study at, the difference is statistically significant. When the professional anxiety levels of teacher candidates are compared in terms of the class they continue, the difference is statistically significant. When the professional anxiety levels of teacher candidates are compared in terms of the kind of secondary program they graduated from, the difference is statistically significant. When the professional anxiety levels of teacher candidates are compared in terms of the education stage they are going to work, the difference is statistically significant. When the professional anxiety levels of teacher candidates are compared in terms of an example of a teacher in their parents or relatives, the difference isn't statistically significant.

Suggestions

1. Much more importance must be given to the Teaching Practice and School Experience course in the curriculum of the Faculty of Education because teacher candidates begin to gain self-confidence regarding their own experiences. When the teacher candidates are able to recognize

their profession and students as teacher candidates, they can cope with anxiety better.

2. The anxiety level of teacher candidates caused by Public Personnel Selection Examination (KPSS) can be examined.
3. To reduce anxiety level of teacher candidates, psychological counseling and guidance services can be given.
4. Studies should be made to find out the anxiety levels in terms of different variables, and they they should be used to teach the teacher candidates how to cope with anxiety.

REFERENCES

- Aytar, G.; Erkan, G. (1986). XXI. Ulusal Psikiyatri Kongresi ve Nörolojik Bilimler Kongresi. Bilimsel Çalışmaları, s:75.
- Boz, Yezdam (2008). Turkish Student Teachers' Concerns about Teaching. *European Journal of Teacher Education*, v31 n4 p367-377.
- Bozdam, A. (2008). *Öğretmen Adaylarının Mesleki Kaygı Düzeylerinin Bazı Değişkenler Açısından İncelenmesi*. Selçuk Üniversitesi, Sağlık Bilimleri Enstitüsü, Yüksek Lisans Tezi, Konya.
- Ciucci, S. (2007). *İzmir İli İçinde Yer Alan Dershanelerde Üniversiteye Hazırlık Sınıflarında Okuyan Öğrencilerin Anksiyete Düzeyleri ve Stresle Başa Çıkabilme Yöntemlerinin Belirlenmesi*. Yayımlanmamış Doktora Tezi, Dokuz Eylül Üniversitesi, Eğitim Bilimler Enstitüsü.
- Çakmak, Ö. ve Hedefanlı, M. (2004). Biyoloji Öğretmen Adaylarının Kaygılarını Etkileyen Etmenler. *XIII. Ulusal Eğitim Bilimleri Kurultayı*, 6-9 Temmuz 2004 İnönü Üniversitesi, *Eğitim Fakültesi, Malatya*.
- Erkan, Z. (2002). *Ergenlerin Sosyal Kaygı Düzeyler, Ana Baba Tutumları ve Ailede Görülen Risk Faktörleri Üzerine Bir Çalışma*. Yayımlanmamış Doktora Tezi, Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü.
- Geçtan, E. (1997). *Psikodinamik Psikiyatri ve Normal dışı Davranışlar*. İstanbul: Remzi Kitabevi Yayınları.
- Öner, N. (1977). *Durumluk ve Sürekli Kaygı Envanterinin Türk Toplumundaki Geçerliliği*. Yayımlanmış Doktora Tezi, Ankara.
- Saban, A.; Korkmaz,İ.; Akbaşlı, S. (2004). Öğretmen Adaylarının Mesleki Kaygıları. *Eğitim Araştırmaları*, Yıl:5, Sayı, 17, s:198-209, Ankara.
- Şahin, M. (1985). *Başarı Düzeyi Farklı Üç Grup Lise Düzeyi Öğrencisinin Kaygı Düzeyi Yönünden Karşılaştırılması*. Yayımlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi, Sosyal Bilimler Enstitüsü.
- TDK (2005). *Türkçe Sözlük*. 4.Akşam sanat Okulu Matbaası, 10. Baskı, s:1115, Ankara.
- Taşgın, Ö.(2006). Beden Eğitimi ve Spor Yüksekokulunda Okuyan Öğretmen Adaylarının Mesleki Kaygı Düzeylerinin Bazı Değişkenler Açısından İncelenmesi. *Kastamonu Eğitim Dergisi*, Cilt:14, No:2 s:679-686.

- Ünaldı, Ü. E. ve Alaz, A. (2008). Coğrafya Öğretmenliğinde Okuyan Öğretmen Adaylarının Mesleki Kaygı Düzeylerinin Bazı Değişkenler Açısından İncelenmesi. *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, i Sayı 26, Sayfa 1 -13.
- Tümerdem, R., (2007) Dicle Üniversitesi Eğitim Fakültesi ve Fen-Edebiyat Fakültesi Kimya Son Sınıf Öğrencilerinin Kaygılarını Etkileyen Etmenler. *Elektronik Sosyal Bilimler Dergisi* www.e-sosder.com ISSN:1304-0278 Bahar, C.6 S.20 (32-45), Erişim tarihi:16.07.2007.