

Professional Anxiety Level of Pre-Service Teachers in Turkish Context ¹

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Abstract:

The aim of this research is to investigate anxiety levels of pre-service teachers according to some personal and organizational variables. The research was designed as suitable for survey model. In the research, "Pre-service Teachers Anxiety Scale" developed by Broich was used to collect data. The sample of the research involved 269 pre-service teachers studying in Pamukkale University. The results of the research showed that anxiety level of pre-service teachers was generally moderate. There was a significant difference between female and male pre-service teacher. And the anxiety level of pre-service teachers differed significantly according to career plan and departments in which they study. At the end of the study suggestions suitable for the results of the study were presented both for policy makers and further research.

Keywords: Pre-service teachers, professional anxiety, career plan, professional development



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INTRODUCTION

In 21st century everything has changed so rapidly that it is really hard to determine the limit of the transformation. These changes have involved organizations, technologies, jobs, psychology and even attitudes. Naturally people have tried to understand kept up and deal with the changes for almost two decades. These three steps understanding, keeping up and dealing with the stunning changes pose new kinds of anxieties for people. "Anxiety gives the meaning of grief, uneasy thoughts and worry." (Türk Dil Kurumu, 2005). Although the number of research on teachers' or pre-service teachers' professional anxiety and professional stress and anxiety management programs has grown for the last two decades, studies come almost exclusively from just a few industrialized society contexts and the applicability of their recommendations for teacher training in developing regions such as Turkey is difficult to ascertain (Payne & Furnham, 2011).

When looking into literature on anxiety, we realize that the focus of the definitions has evolved on different aspects in different time periods. While Sazak and Ece (2004) defined anxiety as a fear of which reasons are vague and which threatens people; Morgan (1991) defined the term as disequilibrium between talents of and expectations from an individual People may have different levels of anxiety about their professional life and development. In this context, Tasgin (2006) stated that achievement at the end and feeling independent at the beginning of the professional life of pre-service teachers might depend on purifying from anxiety about their professions. Fuller (1969) explained anxiety as a reaction to disrupt balance or a situation that emerged as a result of the failure of reconstruction efforts. Similarly Isik (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. A variety of factors can be listed as a trigger of teachers' and pre-service teachers' professional anxiety and stress. These factors are: administrative processes, bureaucracy, and lack of managerial support (Burke et al., 1996); interpersonal expectations, the diversity of tasks required and deficiency of professional recognition (Pithers, 1995); over-workload and time pressure (Chan, 1998); and, the number of paperwork required and lack of resources provided (Carlson & Thompson, 1995; Mearns & Cain, 2003).

According to Fuller (1969) who conducted one of the first researches on anxiety of pre-service teachers, anxiety about profession of pre-service teachers focuses on different aspects in different time periods (Cubukcu & Donmez, 2011). These different kinds of anxieties can be grouped as Self Centered Anxiety, Mission Centered Anxiety and Student Centered Anxiety (Fuller, 1969; Smith, 2000; Tasgin, 2006).

The main source of the self-centered anxiety is the men himself (Tasgin, 2006). Pre-service teachers who have self-centered anxiety, feel under stress for satisfying the requirements of teaching profession. This may cause individual to have low level of self-efficacy. As a result of these variables pre-service teachers possibly may not have a strong commitment to their organization and job. Some of the main questions on self-anxiety are; is teaching suitable for me? Am I going to teach well every day? Am I suitable for teaching? So on. Second type of anxiety is missioning centered one. Having this type of anxiety makes pre-service teachers to think logically on their abilities of teaching, kinds of materials they will use and the strategies they will use (Tasgin, 2006). Pre-service teachers focus on this type of anxiety concerns with being a good teacher in the future. Some of the main questions on mission-anxiety are; what kinds of strategies should I use? Who can help me for teaching best? And so on. The final type of anxiety is student centered one. This type of anxiety focuses on the student. The pre service teachers who have student centered anxieties put the student on the center of teaching process beginning from designing a curriculum to evaluation. They start to wonder about and search for how they can cover each student's mental, emotional and social requirements (Saban et al., 2004). Some of the main questions on student centered anxiety are; is it possible to teach each

of the students with a specific way? How can I make it possible for students to keep learning along their life? And so on (Tasgin, 2006).

Anxiety reveals the factors changes success and failure. Recent studies have shown that high level of teacher anxiety decrease the academic achievement of students, in class learning and teacher professional development (Dogan & Coban, 2009). Anxiety in pre-service teachers decline teaching motivation of them (Çeliköz & Çetin, 2004). Pre-service teachers who don't feel well prepared and have enough knowledge, experience and thinking of teaching may have high level of anxiety level about their profession. In recent years the number of researches on professional anxiety level of pre-service teacher in Turkey has started to increase dramatically (Çubukçu & Donmez, 2011; Dursun & Karagun, 2012; Saban et al., 2004; Unaldi & Alaz, 2008). All of these studies focus on the level of anxiety in general but there are still unrevealed aspects of professional anxiety of pre-service teachers study in faculties according to some variables such as gender, career plan and department of student teachers. Therefore, the aim of the research is to investigate the professional anxiety level of pre-service teachers who study at the faculty of education in Pamukkale University according to different variables. The findings of the study are assumed to indicate new pathways for further researchers and policy makers in the field of teacher education. Meanwhile researcher aims to find out some results for revising current teacher education faculties in Turkey. For this purpose, the answers of these questions were investigated:

1. What is the level of pre-service teachers' professional anxiety in self-centered, task-centered and student centered anxiety?
2. Does the level of professional anxiety of pre-service teachers differ significantly according to some personal and organizational variables such as gender, career plan and department?

METHOD

In this section of the research knowledge about the design, sample, data collection instrument and the way of analysis of the data are presented respectively. This study is designed as suitable for survey model of quantitative research design. Survey model let researchers to describe the dependent variable as it is without any interference (McMillan & Schumacher, 2014). Dependent variable of the study is the level of anxiety level of pre-service teachers and independent variables are consists of as gender, career plan, and department.

Participants

The sample of the study 269 pre-service teachers from departments of faculty of education in Pamukkale University took part in the study. Convenience sampling method is set to work for determining the sample of the study. Of all the participants, 181 are females and 88 males' pre-service teachers. Among all participant 98 were graduated from Anatolian high schools, 119 from academic high schools, 27 from vocational (teacher education) high schools and 25 from other high schools. As for the departments they study, 41 of the participants study in department of science, 19 in mathematics, 84 in pre-school and 64 in social science.

Data Collection Instruments

As an anxiety scale "Professional Anxiety Scale for Teachers" which is developed by Saban, Korkmaz and Akbaşlı (2004) after adapting from Borich (1996) was used to collect data. 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). 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 .92, second part (task-centered) is .92 and third part (student-centered) is .90.

Data Analysis

Prior to conducting any statistical tests, the test of normality was carried out and the required conditions were met to run statistical analysis on the data. Statistical procedures included descriptive statistics and independent samples t-test. The researchers used independent sample t-test to calculate and determine the differences of the mean scores of the participants according to gender and their career plan. In the interpretation of the findings, the significance level of 0.5 for the P value was taken as the valid cut-off point. Homogeneity of variances is tested with Kolmogorov Smirnov and distribution was found normal ($p > 0.05$). For the purpose of analyzing the collected data, the statistical software package SPSS (version 16.0) which is a statistical package program for windows especially run by social scientists was used for all data entry and further statistical analyses.

FINDINGS AND DISCUSSION

In order to find out what the anxiety level of pre-service teachers for their profession in a descriptive way and whether there is a significant difference in pre-service teachers' anxiety levels for their profession on the basis of their gender, department and career plan was calculated. The obtained results are given below in the order of sub-research questions.

In order to determine the anxiety level of pre-service teachers for their profession, lowest and highest values, mean and standard deviation is described with the values from the results.

Table 1.
Descriptive statistics

Scale and Dimensions	<i>N</i>	Min	Max.	\bar{X}	<i>SS</i>
Total Scale	269	45	203	103,97	31,791
Self-Centered	269	15	68	36,26	10,235
Task-Centered	269	15	72	34,97	12,378
Student Centered	269	15	67	32,74	10,903

As a result of descriptive statistics, 269 pre-service teachers filled out all of the items and the lowest value from the scale is 46 and the highest value is 203. The mean of the total point from the scale was 103,97 and standard deviation value was 31,791. At the same time three dimensions of the scale presented different values as a result of descriptive statistics. Self-centered anxiety dimensions' lowest value was 15 and the highest value was 68. The mean of the dimension was 36,26 and standard deviation was 10,235. Task-centered anxiety dimensions' lowest value was 15 and the highest value was 72. The mean of the dimension was 34,97 and standard deviation was 12,378. Student centered anxiety dimensions' lowest value was 15 and the highest value was 67. The mean of the dimension was 32,74 and standard deviation was 10,903. The result shows that pre-service teachers' anxiety level was moderate for total scale. In view of the dimensions it can be said that the highest anxiety level belonged to self-centered anxiety and the lowest level of anxiety belonged to student centered anxiety.

For determining the significance of the difference of pre-service teachers' anxiety level for their profession according to their gender, independent t-test was used. The results of the statistical analysis were shown in table.2.

Table 2.
Results of difference according to gender

Dimensions	Groups	<i>N</i>	\bar{X}	<i>SS</i>	Sd	t	p
Self Centered	Female	181	33,40	11,271	267	1,430	,154
	Male	88	31,38	10,030			
Task Centered	Female	181	37,26	10,558	267	2,307	,022
	Male	88	34,22	9,261			
Student Centered	Female	181	36,17	13,043	267	2,293	,023
	Male	88	32,51	10,532			

According to the results of independent t-test, a significant difference was found between female and male pre-service teachers in task centered anxiety [$t_{(267)}=2,307$, $p<0.05$] and in student centered anxiety [$t_{(267)}=2,293$, $p<0.05$]. But there was no significant difference between male and female in self-centered anxiety [$t_{(267)}=1,430$, $p>0.05$]. In task centered anxiety, mean of the female participants was 37,26 and mean of the male participants was 34,22. In student centered anxiety, mean of the female participants was 36,17 and mean of the male participants was 32,51.

For determining the significance of the difference of pre-service teachers' anxiety level for their profession according to their career plan, independent t-test was used. The results of the statistical analysis were shown in table 3

Table 3.
Results of difference according to career plan

Dimensions	Groups	<i>N</i>	\bar{X}	<i>SS</i>	Sd	t	p
Self-Centered	Career as Teacher	233	32,55	10,782	265	,593	,553
	Others	34	33,74	11,595			
Task Centered	Career as Teacher	233	35,69	9,865	265	2,165	,031
	Others	34	39,71	11,710			
Student Centered	Career as Teacher	233	34,45	12,047	265	1,645	,101
	Others	34	38,15	13,612			

According to the results of independent t-test, a significant difference was found between pre-service teachers to have a career plan for being teacher and not in task centered anxiety [$t_{(265)}=.593$, $p<0.05$]. But there was no significant difference between pre-service teachers to have a career plan for being teacher and not in self-centered anxiety [$t_{(265)}=2,165$, $p>0.05$] and in student centered anxiety [$t_{(265)}=1,645$, $p>0.05$]. In task centered anxiety, mean of the pre-service teachers to have a career plan for being teacher was 35,69 and mean of the pre-service teachers not to have a career plan for being teacher was 39,71.

For determining the significance of the difference of pre-service teachers' anxiety level for their profession according to their department, one-way variance analysis (ANOVA) was used. The descriptive results of the statistical analysis were shown in the following tables.

Table 4.*Descriptive results of difference according to department in self-centered anxiety*

Dimension	Groups	<i>N</i>	\bar{X}	<i>SS</i>
Self-Centered	Science	41	31,27	10,368
	Mathematics	19	39,37	8,617
	Pre-School	84	34,60	11,295
	Class Teacher	61	29,51	10,084
	Social Science	64	32,34	11,037

Table 5.*Results of difference according to department in self-centered anxiety*

Source of Variance	Sum of Squares	Sd	Mean Square	<i>F</i>	<i>p</i>	Sig. Difference
Between Groups	1859,869	4	464,967			Science-Math Math-Class
Within Groups	30000,391	264	113,638	4,092	,003	Math-Social Pre-School-Class
Total	1859,869	268				

According to the results of one way variance analysis, a significant difference was found between groups in self-centered anxiety ($F_{(4-264)}=4,092$, $p<0.05$). For determining the source of difference between groups, LSD post-hoc test was used. The result of LSD multiple comparison test showed that significant difference was between science and Math, Math. and class, Math. and Social Science, Pre-School and Class teacher candidates.

Table 6.*Descriptive results of difference according to department in student-centered anxiety*

Dimension	Group	<i>N</i>	\bar{X}	<i>SS</i>
Student Centered	Science	41	32,20	10,243
	Mathematics	19	40,68	12,143
	Pre-School	84	38,38	12,892
	Class Teacher	61	32,23	11,928
	Social Science	64	33,20	12,155

Table 7.*Results of difference according to department in student-centered anxiety*

Source of Variance	Sum of Squares	Sd	Mean Square	<i>F</i>	<i>p</i>	Sig. Difference
Between Groups	2571,318	4	642,829			Science-Math Science-Preschool
Within Groups	38491,500	264	145,801	4,409	,002	Math-Social Math.-Class Preschool-Class
Total	2571,318	268				

According to the results of one way variance analysis, a significant difference was found between groups in student-centered anxiety ($F_{(4-264)}=4,409$, $p<0.05$). For determining the source of difference between groups, LSD post-hoc test was used. The result of LSD multiple comparison tests showed that significant difference was between science and Math, Science and Preschool, Math. and Social Science, Pre-School and Class teacher candidates.

DISCUSSION

This study attempted to find out what the professional anxiety level of pre-service teachers is and how this anxiety level differs according to variables in dimensions. In general, considering the mean of the total scores, it might be asserted that anxiety level of pre-service teachers is moderate. And the highest level of anxiety is self-centered anxiety, whereas the lowest anxiety is student centered one. Saban et al. (2004), Tasgın (2006), Bozdam and Tasgın (2008), Unaldi and Alaz (2008) who used the same scale in their study found that the task-centered anxiety of pre-service teachers is higher than self-centered and student-centered anxiety. These findings present contradictory findings of this study. Çubukçu and Donmez (2011) found that pre-service teachers have professional anxiety in the context of task. This result of study might be interpreted as pre-service teachers have doubts about their own abilities about teaching such as method, using materials and relations with students and so on.

Another aim of the study is to find out variables that determine professional anxiety level of pre-service teachers. The first variable tested in the study is gender. And result shows that female pre-service teachers have higher level of anxiety in task centered and student centered anxiety dimensions. Payne and Furnham, (2011) found out that gender is a significant variable that might change the level of professional anxiety of teachers. Parallel to this finding, Cubukcu and Donmez (2011) found that female pre-service teachers had higher level of anxiety in all dimensions. Similarly Saban et al. (2004), Tumerdam (2007), Unaldi and Alaz (2008), Cakmak and Hedevalı (2004) found out that female pre-service teachers have higher level of anxiety in all dimensions. This result can be explained with the cultural backgrounds of female teacher candidates. In Turkey working conditions are among the sources of anxiety for woman. According to other point of view it can be said that female mind their job and wonder about the task itself and their possible students.

At the same time results of the study shows that pre-service teachers whose career plan including teaching have lower level of anxiety in task. It can be explained as feeling ready for their job. And they have chosen their job intentionally. Final findings of the study suggest that pre-service teacher who studies in different departments have different levels of anxiety in dimensions. Similarly Saban et al. (2004) found that teacher candidates studying in different programs had different level of anxiety in dimensions. Cubukcu and Donmez (2011) reach the same result as well. This result might be explained with different needs of the pre-service teachers. In light of the findings of this study, the following suggestions are made for future research:

- Pre-service student needs much more practice in teaching. So if teaching experience of pre-service teacher can be increased, anxiety level can be decreased.
- Female and male pre-service teachers have different needs so counseling services should satisfy these needs.
- Pre-service teachers from different departments perceive their profession in different perspectives, so the curriculum of these different departments should be revised and updated according today's needs.
- Pre-service teachers' career plan decrease their professional anxiety, so faculty should support pre-service teacher to make an effective career plan.

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Türkiye Bağlamında Hizmet Öncesi Öğretmenlerinin Mesleki Kaygı Düzeyleri

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Özet:

Bu araştırmanın amacı hizmet öncesi öğretmen adaylarının mesleki endişe düzeylerinin bazı bireysel ve örgütsel değişkenler açısından incelenmesidir. Bu araştırma tarama modelinde betimsel bir çalışmadır. Araştırmanın verileri Broich tarafından geliştirilen "Hizmet Öncesi Öğretmenlerin Endişe Ölçeği" ile toplanmıştır. Araştırmanın örneklemini Pamukkale Üniversitesinde öğrenim gören 269 öğretmen adayı oluşturmaktadır. Araştırmanın sonuçları öğretmen adaylarının endişe durumlarının orta düzeyde olduğunu göstermektedir. Ayrıca öğretmen adaylarının endişe düzeylerinin cinsiyetlerine göre anlamlı düzeyde farklılaştığı sonucuna ulaşılmıştır. Diğer taraftan öğretmen adaylarının endişe düzeylerinin, öğretmen adaylarının kariyer planları ve okudukları bölümlere göre anlamlı düzeyde farklılaştığı sonucuna ulaşılmıştır. Araştırma kapsamında ulaşılan bu sonuçlara göre hem politika yapıcılara hem de sonraki araştırmalar için araştırmacılara önerilerde bulunulmuştur.

Keywords: Kariyer planı, mesleki endişe, mesleki gelişim, öğretmen adayları



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GENİŞLETİLMİŞ ÖZET

Problem: Örgüt yapılarının, teknolojinin, mesleki gerekliliklerin, tutumların ve hatta değerlerin hızla değiştiği bir yüz yılda bireylerin mesleklerine yönelik kaygı biçimleri ve düzeyleri de farklılaşmaktadır. Genel olarak bireylerin meslekleriyle ilgili belirsizlik ve bu belirsizliğin ortaya çıkardığı endişe durumunu ifade eden mesleki kaygı özellikle toplumsal değişimin odağı haline gelen eğitim örgütlerinde oldukça tartışılan bir kavramı işaret etmektedir. Fuller'e (1969) göre mesleki kaygı birey merkezli kaygı, görev merkezli kaygı ve öğrenci merkezli kaygı olmak üzere üç farklı at boyutu içermektedir. Eğitim örgütlerinde görev yapacak olan öğretmenlerin mesleki kaygı düzeylerini etkileyen etmenler arasında yönetim süreçleri, bürokrasi, kişiler arası ilişkiler, iş yükü, zaman baskısı, sunulan kaynakların yetersizliği ve yönetsel desteğin eksikliği gibi etmenler bulunmaktadır (Burke ve dig., 1996; Chan, 1998; Carlson & Thompson, 1995; Mearns & Cain, 2003; Pithers, 1995). Yapılan çalınmalar hizmet öncesinde öğretmenlerin mesleki kaygı düzeylerinin yüksek olması durumunda mesleki gelişimin ve sınıf içi öğrenme ortamının olumsuz etkilendiği (Doğan & Çoban, 2009) ve öğretmen adaylarının öğrenme motivasyonlarının azaldığı (Çeliköz & Çetin, 2004) gibi sonuçları göstermektedir. Yapılan alan yazın taramasında öğretmen adaylarının mesleki kaygı düzeylerine ilişkin çalışmaların daha çok ilişkisel desende tasarlandığı görülmüştür. Bu araştırmanın amacı hizmet öncesi öğretmen adaylarının mesleki endişe düzeylerinin bazı bireysel ve örgütsel değişkenler açısından incelenmesidir.

Yöntem: Nicel araştırma yaklaşıma göre gerçekleştirilen bu araştırma tarama modelinde betimsel bir çalışmadır. Araştırmanın verileri Broich tarafından geliştirilen ve Saban, Korkmaz and Akbaşlı (2004) tarafından Türkçe'ye uyarlanan "Hizmet Öncesi Öğretmenlerin Endişe Ölçeği" ile toplanmıştır. Araştırmanın örneklemini Pamukkale Üniversitesinde öğrenim gören 269 öğretmen adayı oluşturmaktadır. Katılımcı öğretmen adaylarının 181'i kadın 88'i ise erkektir. Katılımcı öğretmen adaylarının 88'i Anadolu liselerinden, 119'u genel liselerden ve 27'si ise meslek liselerinden mezun olmuşlardır. Araştırmanın verileri normal dağılım gösterdiğinden parametrik yöntemler kullanılarak analiz edilmiştir.

Bulgular ve Tartışma: Hizmet öncesinde öğretmen adaylarının mesleki kaygı düzeyleri katılımcıların, cinsiyetleri, öğrenim gördükleri alan ve kariyer planlarına göre incelenmiştir. Genel olarak bakıldığında öğretmen adaylarının tamamının birey merkezli kaygı, görev merkezli kaygı ve öğrenci merkezli kaygı alt boyutlarında orta düzeyde mesleki kaygıya sahip oldukları sonucuna ulaşılmıştır. Aynı ölçek kullanılarak yapılan diğer çalışmalarda (Bozdam & Taşgın, 2008; Saban ve dig. 2004; Taşgın 2006; Ünalı & Alaz, 2008) öğretmen adaylarının görev merkezli mesleki kaygı düzeylerinin birey ve öğrenci merkezli mesleki kaygı düzeylerine göre daha yüksek olduğu sonucuna ulaşılmıştır.

Öğretmen adaylarının cinsiyetlerine göre incelendiğinde ise görev merkezli kaygı ve öğrenci merkezli kaygı alt boyutlarında kadın ve erkek öğretmen adaylarının mesleki kaygı düzeylerinin anlamlı bir biçimde farklılaştığı sonucuna ulaşılmıştır. Araştırmanın bu sonucuna uygun olarak Payne ve Furnham (2011) da cinsiyetin öğretmen adaylarının mesleki kaygı düzeyleri üzerinde anlamlı bir değişken olduğunu vurgulamaktadır. Ayrıca öğretmen adaylarının kariyer planlarına göre bakıldığında kariyerine öğretmen olarak devam etmen isteyen ve istemeyenlerin görev merkezli kaygı alt boyutunda mesleki kaygı düzeylerinin anlamlı bir biçimde farklılaştığı sonucuna ulaşılmıştır. Son olarak öğretmen adaylarının öğrenim gördükleri alana göre incelendiğinde birey merkezli mesleki kaygı alt boyutunda matematik öğretmenleri ile fen bilgisi ve sınıf öğretmenleri arasında anlamlı bir farklılık bulunmuştur. Öğrenci merkezli mesleki kaygı alt boyutunda ise fen bilgisi ile matematik, fen bilgisi ile okul öncesi, matematik ile sosyal bilgiler ve okul öncesi öğretmenler arasında anlamlı bir farklılık bulunmuştur. Saban ve dig. (2004) göre öğretmen adaylarının branşları mesleki kaygı düzeyleri üzerinde belirleyici bir değişkendir.

Sonuç ve Öneriler: Araştırmanın bulgularından yola çıkılarak politika yapıcılara ve uygulayıcılara önerilerde bulunulmuştur. Buna göre, öğretmen adaylarının orta düzeyde olan mesleki kaygularının giderilmesi için daha çok öğretim uygulamalarına ve deneyim kazanmalarına imkân sağlanmalıdır. Mesleki kaygı bakımından kadı ve erkek öğretmenlerin farklı ihtiyaçları danışma birimleri tarafından dikkate alınmalı ve buna uygun olarak danışma hizmeti verilmelidir.