

Research about occupational anxiety levels of teacher candidates that take pedagogical formation regarding field variable

Ebru Temiz*, Education Faculty Fine Arts Department, Nigde University, Nigde 51200, Turkey.

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Abstract

Teaching profession is one of the most popular occupations of today regarding becoming a government official or finding a job. Pedagogical formation training programs opened in the last two years and the student demand for the programs opened constitute the most important indication of this situation. After the pedagogical formation training (for one or two periods), if the candidates are appointed, then they will directly start performing the requirements of occupation. Thus, it is an issue of concern at what level the candidates that do not choose Faculty of Education in their undergraduate education are ready for teaching profession.

With this research, it is aimed to reveal the occupation anxieties of teacher candidates graduated from Faculty of Science, Faculty of Literature and Faculty of Fine Arts. Data collection means of the research is Teacher Candidate Anxiety Scale that is customized and developed by Saban, Korkmaz and Akbas (2004). Scale consists of three sub-dimensions which are egocentric, duty-centered and student centered anxieties. 105 teacher candidates in Music, Mathematics, Turkish and Science fields that were educated in Nigde University Faculty of Education Pedagogical Formation program in 2013-2014 academic year form the study group of the research. Occupational anxieties of teacher candidates are analyzed regarding field variable and comparisons are made. According to research findings, in occupational anxieties of teacher candidates regarding field variable; in egocentric anxieties in music and mathematics, in duty-centered anxieties significant different is observed music and mathematics with music and science fields. Student centered anxieties do not show any differences according to field variable.

Keywords: Pedagogic formation, occupational anxiety, teacher

* ADDRESS FOR CORRESPONDENCE: **Ebru Temiz**, Nigde University Education Faculty Fine Arts Department, Nigde 51200, Turkey. E-mail address: varolebru@gmail.com / Tel.: +903882253018

1. Introduction

Anxiety is an imperceptible form of fear felt without any knowledge of what the problem is. As for reasons of the occurrence of anxiety, situations of subconscious or stimulus generalization come out (Morgan, 1998). According to Bozdam and Tasgin (2011), anxiety comes out with factors that mostly affect success and failure. Individuals whose occupational readiness is not sufficient and who has less accumulation of knowledge and experience or who cannot use these feel much more anxiety. Anxiety does even cause loss of encouragement by rising to the level of fear at some periods. Occupational anxieties of teacher candidates become intense at specific periods on specific points.

In literature reviews although there is no clear definition about occupational anxiety of teacher candidates, it is determined that the occupational anxieties of teacher candidates intensify on specific point at specific periods and that they have three sub sections (Dursun & Karagun, 2012). According to Fuller these anxieties are separated into three groups, which are self centered, duty centered and student centered anxieties (Tasgin, 2006). According to Akgun and Ozgur (2014); it is considered that it shall have a very important effect for teacher candidates to be successful whilst performing their occupations that they have a positive attitude towards their occupations and do not experience any occupational anxiety.

Pedagogical formation training provides the field graduate candidates with obtaining teaching certificate by taking field lectures. It is required that the occupational anxiety level of candidates that did not choose Faculty of Education in their undergraduate education are ready for teaching profession in order for them to perform their teaching occupation if they are appointed. With this research it is aimed to reveal the occupation anxieties of teacher candidates that received education at Nigde University Faculty of Education Pedagogical Formation program and the sub-goals in line with this aim are determined as:

- What is the situation about the occupational anxieties of teacher candidates that took pedagogical formation?
- Do the occupational anxieties of teacher candidates that took pedagogical formation show difference in terms of field variable?

2. Method

In this research descriptive research model is used. Study group of the research is formed by 105 teacher candidates that received education at Nigde University Faculty of Education Pedagogical Formation program in 2013-2014 academic year. Numerical distributions regarding the fields in which teacher candidates received education are shown in the table below.

Study Group	
Field	Number
Music	25
Mathematics	26
Turkish	27
Science	27
Total	105

2.1. Collection and Analysis of the Data

Data of the research is obtained by the application of teach candidate anxiety scale. Teach candidate anxiety scale is developed by Saban, Korkmaz ve Akbas (2004) by adapting from Borich

(1996). Scale is made up of three sections and these are self centered anxieties (BMK), duty centered anxieties (GMK) and student centered anxieties (OMK). The entire scale is formed by Likert-type 45 articles and every section is formed by 15 articles. The minimum score to obtain from the scale is 15 and the maximum score is 75.

Grading in the scale is as follows; 1-I do not worry 2-I worry very little 3-I somewhat worry 4-I worry considerably 5-I worry too much. In the scale articles numbered 2, 4, 8, 9, 13, 14 18, 20, 24, 26, 28, 30, 32, 35, 44 measure self centered anxieties (BMK), articles numbered 1, 3, 6, 7, 10, 11, 12, 16, 21, 25, 27, 31, 33, 40, 42 measure duty centered anxieties (GMK), and articles numbered 5, 15, 17, 19, 22, 23, 29, 34, 36, 37, 38, 39, 41, 43 and 45 measure student centered anxieties (OMK). In order to determine the reliability of the scale Cronbach Alpha internal consistency coefficient is looked into and for 1st section BKM it is determined as 76, for 2nd section GMK it is determined as 73 and for 3rd section OMK it is determined as 76.the reliability study carried out for this research the Cronbach Alpha internal consistency coefficient is calculated for 1st section as 94, for 2nd section GMK as 90 and for 3rd section OMK as 94.

Occupational anxieties of teacher candidates are analyzed by using descriptive statistics such as arithmetic mean and standard deviation, and in order to make comparisons between three or more sets in determining the variation between the groups one way analysis of variance (ANOVA) is applied. As a result of one way analysis of variance Turkey HSD test is used in order to determine the source of the significant variations. The analysis of the data collected in the research is made with statistics software SPSS 14.0 and the statistical significance level in the research is determined as ,05.

3. Findings

The analysis of the sample group according to the occupational anxieties and the analysis of occupational anxieties according to the field variable are interpreted by being tabulated for the line of sub-problems.

3.1. Findings and Comments About the Occupational Anxieties of Teacher Candidates

Teacher candidate anxiety scale scores of the teacher candidates are displayed on Table 1.

Table 1. Anxiety scale scores of the teacher candidates

Anxiety Types	N	\bar{X}	Ss
Self centered anxieties	105	1,95	1,02
Duty centered anxieties	105	2,19	1,05
Student centered anxieties	105	2,11	0,96

According to Table 1 self centered anxieties of teacher candidates is determined to be in a very little level, duty centered anxieties determined to be very little and student centered anxieties to be very little as well.

Teacher candidate anxiety scale scores of the teacher candidates regarding their fields are displayed on Table 2, Table 3 and Table 4.

Table 2. Self centered anxieties

Anxiety Types	N	\bar{X}	Ss
Music	25	2,30	1,15
Mathematics	26	1,69	0,86
Turkish	27	1,99	1,11
Science	27	1,86	0,83

According to Table 2 Music, Science and Turkish teacher candidates carry very little self centered anxiety. However teach candidates of mathematics field do not have self centered anxiety.

Table 3. Duty centered anxieties

Anxiety Types	N	\bar{X}	Ss
Music	25	2,51	1,11
Mathematics	26	2,02	0,95
Turkish	27	2,26	1,13
Science	27	1,99	0,91

According to Table 3 teacher candidates in all fields have very little duty centered anxiety.

Table 4. Student centered anxieties

Anxiety Types	N	\bar{X}	Ss
Music	25	2,38	1,04
Mathematics	26	2,01	0,94
Turkish	27	2,03	0,99
Science	27	2,03	0,83

According to Table 4 teacher candidates in all fields have very little duty centered anxiety as well.

3.2. Findings and Comments About Whether Occupational Anxieties of Teacher Candidates Show Difference In Terms of Field Variable

Findings about whether occupational anxieties of teacher candidates show difference in terms of field variable are displayed on Table 5, Table 6 and Table 7.

Table 5. Anova Results About Self Centered Anxiety (BMK) Levels of Teacher Candidates

Source of Variance	Sum of squares	sd	Mean squares	F	p	Field Difference
Intergroup	1149,930	3	383,310	3,002	0,034	music-mathematics
Intragroup	12894,832	101	127,672			

According to Table 5 when analyzed whether self centered anxieties of teacher candidates show difference in terms of field variable, a significant difference ($p < 0,05$) is found only between music and mathematics fields.

Table 6. Anova Results About Duty Centered Anxiety (GMK) Levels of Teacher Candidates

Source of Variance	Sum of squares	sd	Mean squares	F	p	Field Difference
Intergroup	1019,227	3	339,742	3,49	0,018	music-science
Intragroup	9817,001	101	97,198			music-mathematics

According to Table 6 when analyzed whether duty centered anxieties of teacher candidates show difference in terms of field variable, a significant difference ($p < 0,05$) is found between music and mathematics fields, and also music and science fields.

Table 7. Anova Results About Student Centered Anxiety (OMK) Levels of Teacher Candidates

Source of Variance	Sum of squares	sd	Mean squares	F	p	Field Difference
Intergroup	535,566	3	178,522	1,57	0,20	none
Intragroup	11437,063	101	113,238			

According to Table 7 when analyzed whether student centered anxieties of teacher candidates show difference in terms of field variable, significant difference ($p>0,05$) between fields is not found.

4. Conclusion and Discussion

According to the research findings teacher candidates that took pedagogical formation have very little occupational anxiety. When the findings are analyzed in terms of self centered, duty centered and student centered anxieties; it is determined that candidates in mathematics field do have self centered anxiety, and have very little anxiety regarding duty centered and student centered anxiety types, and teacher candidates in music, science and Turkish fields have very little anxiety in all anxiety types. In the studies made on candidates that took pedagogical formation, research results in terms of attitude and anxiety towards teaching profession are not negative. For example, in their studies to determine the anxieties about teaching profession of teacher candidates that are in pedagogical formation program Tural and Kabadayı (2014) formed a study group of 80 teacher candidates and they reached to the conclusion that teacher candidates have positive attitude towards teaching profession. However, in the similar type of researches performed on teachers it can be stated that teachers take their profession more seriously. As for the research made by Antoniou, Ploumpi ve Ntalla (2013), it is stated that teachers working at primary education level have more occupational anxiety compared to teachers working at secondary education level. The situation that candidates that took pedagogical formation have very little anxiety is a positive result in terms of their being ready for their occupation when appointed as teachers. According to the research by Kurtuldu and Ayaydin (2010) it is a natural result that both duty centered, and self centered and student centered anxieties of teacher candidates shall increase as they approach teaching profession. It can be considered that the anxiety levels of teacher candidates increase with the rise in class levels and the factors that form anxiety come out with the rise in class levels. Occupation anxieties of teacher candidates intensify at some points at specific periods of time. Especially these anxieties reach to peak during graduation, and with appointment, Public Personnel Selection Examination (KPSS) or job placement anxieties (Atmaca, 2013). Therefore it may reveal new results to perform again researches about what the candidates think about requirements and responsibilities of teaching profession and their anxiety situations when appointed.

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