

The Professional Concerns of Prospective Teachers Enrolled in English, French and German Teaching Departments

İngilizce, Fransızca ve Almanca Öğretmenliği Bölümlerinde Kayıtlı Öğretmen Adaylarının Mesleki Kaygıları

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ABSTRACT: This study examines foreign language prospective teachers' levels of anxiety in their professional field in terms of a number of variables. In line with purpose of the study the research population was composed of students attending the Foreign Languages Education Department (that is to say, German Language Teaching, French Language Teaching, and English Language Teaching sections) of Gazi Faculty of Education of Gazi University. The research data were collected via personal information form in addition to the "Prospective Teachers' Anxiety Scale" developed by the researcher. The data were then put to analysis on the SPSS 16 statistical package programme, and having interpreted the findings, attempts were made to determine the prospective German, French and English teachers' levels of anxiety in terms of "anxiety domains" (self-centred, task centred and student-centred anxiety). The numerical data obtained were interpreted in the conclusions part. Prospective teachers' professional concerns were analysed on the basis of such variables as gender, age, and the branch of study (section); and it was found whether or not there were any significant differences on the basis of those variables.

Keywords: foreign language, professional concern, teacher candidate, anxiety level

ÖZ: Bu çalışmada, yabancı diller öğretmen adaylarının mesleki alanlarına ilişkin kaygı düzeyleri çeşitli değişkenler açısından incelenmiştir. Bu amaç doğrultusunda yapılan araştırmanın evrenini Gazi Üniversitesi, Gazi Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü (Alman Dili Eğitimi, Fransız Dili Eğitimi ve İngiliz Dili Eğitimi Anabilim Dalı) öğrencileri oluşturmaktadır. Araştırmada veriler, araştırmacı tarafından oluşturulan kişisel bilgi formu ve "Öğretmen Adayı Kaygı Ölçeği" yoluyla toplanmıştır. Veriler SPSS 16 istatistik programı ile analiz edilmiş ve bulgular yorumlanarak Almanca, Fransızca ve İngilizce öğretmeni adaylarının taşıdıkları mesleki kaygı düzeyi "kaygı alanları" (Ben Merkezli-Görev Merkezli ve Öğrenci Merkezli Kaygılar) bakımından saptanmaya çalışılmıştır. Elde edilen sayısal veriler sonuç bölümünde yorumlanmıştır. Öğretmen adaylarının mesleki kaygıları cinsiyet, yaş, bölüm gibi çeşitli değişkenler açısından ele alınmış ve söz konusu değişkenlere göre anlamlı bir farklılık gösterip göstermediğine bakılmıştır.

Anahtar sözcükler: yabancı dil, mesleki kaygı, öğretmen adayı, kaygı düzeyi

1. INTRODUCTION

Prospective teachers develop the forms of behaviour compatible with the profession in terms of cognitive, affective and psychomotor skills, and more importantly, they are informed of what to teach, how to teach and when to teach throughout their vocational education (Doğan and Çoban, 2009).

At the end of the five-year education, prospective foreign language teachers graduate from University as well-equipped and competent in their field. Yet, they bear a number of concerns in this process, and the most important of them is the professional concerns.

Such well-equipped prospective teachers also own the capacity to overcome types of difficulty to be encountered, thus their motivation increases and in this way they can avoid any negative cases causing anxiety. According to Çeliköz and Çetin (2004), prospective teachers can fully perform their duties, develop research skills and creative thinking abilities, motivate the learners more easily, use the time more effectively and finally they can follow the innovations in the field more closely when they enter into the professional life provided that they develop positive attitudes towards the profession.

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Anxiety may be defined in a variety of ways. Anxiety is “the thought for which one feels sadness and about which one worries”; “the uneasiness felt by individuals or groups of people in the face of the probability of failing to achieve the ambitions or the motivations”; or “the emotion leading to uneasiness in cases where a strong desire or a motive seems not to be attained” (Dictionary of Turkish Language Association, 2009).

Broadly speaking, anxiety can be defined as a feeling which is caused by the emotions affecting an individual in a negative way (Varol, 1990). Anxiety is unpleasant emotional and observable reactions such as worries, perceptions and tenseness caused by stress-creating situations (Özgüven, 1999). Besides, anxiety is an emotion felt subjectively just like fear, concern and tenseness; and it arises in cases where the wholeness of personality is threatened (Kozacıoğlu, 1995).

Anxiety can generally be defined as the thought about which one is worried, or as the concern. The anxieties about their profession felt by prospective teachers centre around certain issues in certain periods. Those anxieties reach the peak especially at the time of graduation with the concerns felt about appointment, public personal selection examination, or finding a job. According to Fuller (1969), the status of professional concern felt by prospective teachers can be divided into three groups: Namely, self-centred concerns, task-centred concerns and student-centred concerns.

The focal point of self-centred concerns is the individual himself or herself. Prospective teachers bearing self-centred concerns are anxious about whether or not they can perform the teaching profession, and are constantly uneasy. Task-centred concerns are related to the teaching profession. Prospective teachers bearing such concerns are worried about being able to become a good teacher, and therefore, follow the innovations occurring in the field as well as the new methods of teaching and the new teaching materials and aids closely. The focal point of student-centred concerns is the students. Prospective teachers experiencing student-centred concerns mostly think in a student-centred way, and are worried about how to meet the physical, intellectual, emotional and social needs of each student; and thus they concentrate on this area.

On reviewing the literature of studies in the field of professional concerns, we find that a number of research studies have been conducted in this respect. Dilmaç (2010), in the research conducted with prospective visual arts teachers in relation to their levels of professional concerns, examined their anxieties according to the variables of gender, family income levels, and the type of high school of graduation to see whether or not there were any significant differences. The research concluded that prospective visual arts teachers suffered from low levels of professional concerns.

In the study concerning prospective physical education teachers, Taşgın (2006) investigated whether or not the gender factor influenced prospective teachers’ professional concerns. In consequence, the research found that female prospective teachers’ anxiety levels were higher in terms of self-centred and task-centred concerns, and that there were no significant differences in the levels of student-centred concerns.

In the research entitled “An Analysis of Prospective Teachers’ Levels of Professional Concerns in Terms of Certain Variables” performed by Bozdam (2008), the anxiety levels of students attending various teacher training departments of the educational faculty of Selçuk University were evaluated according to differing variables, and accordingly, it was found that there were no differences on the basis of prospective teachers’ gender and the place where they had grown up, but that the levels of professional concern were important on the basis of age and the branch of study.

Ünaldı and Alaz (2008), in the research entitled “An Analysis of Prospective Geography Teachers’ Levels of Professional Concerns in Terms of Certain Variables”, prospective teachers’

levels of anxiety were measured through diverse variables and it was concluded that gender was not an independent variable capable of causing significant differences in self-centred, task-centred, and student-centred concerns.

“Inspired by Fuller’s (1969) study, “a great number of researchers from various contexts have conducted studies to explore teachers’ beliefs, concerns and assumptions”. (Donaghue, 2003; Mau,1997; Swennen, Jörg & Korthagen, 2004) .(...) One of the preliminary studies on the concerns of particularly prospective teachers is Mau’s (1997) study which mainly investigates the teaching concerns of 48 prospective teachers from different majors such as science, maths, English etc.” (Kayaoğlu, 2013, p.264)

There are a number of studies on teacher concern, yet they are not enough as teacher beliefs, concerns, and assumptions that form the basis of their application are context specific (Karataş, 2010). “Studying teacher concerns is of vital importance because “beliefs ... guide teachers in their practice” ”. (Donaghue, 2003, p. 344).

In general, people express the concept of anxiety along with such feelings as pessimism about the future, failure, apprehension, hopelessness, and confusion. It is natural to have ups and downs throughout life. They are temporary. When seen scientifically, it is found that suffering from anxiety motivates people unless it is in extreme forms. What is important here for one is to see one’s inadequacies and to find ways to eliminate them, and not to allow anxieties to get bigger to the extent that they hinder the individual (Develi, 2006).

In our country, Turkey, students take several examinations from elementary school to University and thus are placed in fields that they are to receive education; therefore, their anxieties never come to an end, and their concerns for the future keep existing. Today, prospective teachers’ concerns are mostly about whether or not they will be appointed to a teaching post. Final year undergraduate students are in one of the most important periods of their lives because it will be the beginning of a life of employment or unemployment after they graduate. Job selection, plans for undertaking roles in real life, friendship relations experienced, fear of failing to get a job, and responsibilities of various types all can be considered as some of the factors causing anxieties in individuals (Tümerdam, 2007).

Anxiety can bring about certain physiological and psychological changes in individuals depending on its length and intensity. The common feeling in these times of anxiety is the fear of failure. Due to anxiety, many of the tasks that need to be done fail or are delayed in this period. While anxiety can trigger success in some periods, it can also be among the most important factors of failure.

The basic aim of this research is to reveal the anxieties of prospective teachers studying in the Foreign Languages Education Department (German Language Teaching, French Language Teaching, and English Language Teaching sections) with regard to the profession. The domains of professional concern are included in the research as SCC (to represent self-centred concern), TCC (to represent task-centred concern) and StCC (to represent student-centred concern) in short forms. In accordance with our purposes, answers were sought to the following questions in this research:

1. Do the prospective teachers’ professional concerns differ according to gender?
2. Do the prospective teachers’ professional concerns differ according to the branch of study?
3. Is the age factor significant in prospective teachers’ professional concerns?

2. METHOD

2.1. Population and Sample

This research employs the method of descriptive analysis model. The study group was composed of 266 students attending the German language teaching, French language teaching and English language teaching sections of Gazi Faculty of Education of Gazi University- 71 of whom were males and 195 of whom were females.

Table 1: Below Shows Some of the Demographic Features of the Study Group

Features	Status	f	%
Gender	Female	195	73
	Male	71	27
	Total	266	100
Age	17-20 age range	105	40
	21-24 age range	130	49
	25 and above	31	12
	Total	266	100
Branch of study	English Language Teaching	58	22
	French Language Teaching	163	61
	German Language Teaching	45	17
	Total	266	100

As it is clear from Table 1 female participants constituted 73% of the research group whereas male ones constituted 27%. Of the students taking part in the research, 40% were in the 17-20 age range, 49% were in the 21-24 age range, and 12% were in the 25 and above age group.

On examining the table according to the branches of study, we see that 22% of the participants are English Language Teaching students, 61% are French Language Teaching students, and 17% are German Language Teaching students.

2.2. Data Collection

The research data were collected through the application of "Prospective Teachers' Anxiety Scale" developed by Saban, Korkmaz and Akbaş (2004) by adaptation from Borich. The scale includes 45 items. In this scale, the prospective teachers were requested to answer the questions prepared in the 5-pointed Likert type (1=I don't feel anxiety, 2= I feel very little anxiety, 3=I partly feel anxiety, 4= I quite feel anxiety, 5=I feel too much anxiety) measuring their levels of anxiety.

The Prospective Teachers' Anxiety Scale consists of three sections; namely, self-centred concerns, task-centred concerns, and student-centred concerns. Accordingly, the higher are the scores a teacher candidate receives from any level of professional concern, the more he/she bears that type of concern (Saban et al. 2004).

Teachers' anxiety scale was first developed by Fuller and colleagues (Fuller and Parson, 1974), and was later used by other researchers (Rogan, Borich and Taylor, 1992) by performing the validity and reliability studies.

In order to determine the reliability of the Prospective Teachers' Anxiety Scale employed in the research, Cronbach Alpha internal consistency coefficient was calculated. Thus, Cronbach Alpha internal coefficient was found as .76 for the first section (for self-centred concerns), as .73 for the second section (for task-centred concerns), and as .76 for the third section (for student-centred concerns) (Saban, Korkmaz and Akbaşlı, 2004).

2.3. Data Analysis

The SPSS 16 statistical package programme was utilised for the analysis and interpretation of the data which were obtained through the implementation of the scale. The prospective teachers' professional concerns were described by using arithmetic averages \bar{x} and standard deviations (SD).

The t-test was done so as to see whether or not there were any differences between the arithmetic averages of the groups. The t-test was employed for the comparison of groups of two with independent groups whereas one-directional variance analysis (ANOVA) was used in the comparison of groups of three or more. The Tukey HSD test was also performed. The significance level was taken as .05 in all comparisons.

3. FINDINGS

In this part of the research, the data concerning the prospective teachers' professional concerns are tabulated and are interpreted as sub-headings according to the research questions.

1- Do the prospective teachers' professional concerns differ according to gender?

Table 2: The T-Test Results for Prospective Teachers' Professional Concerns According to Gender

Sub-dimensions for concerns	Gender	N	X	S	P
SCC	Female	195	2,43	,86	,061
	Male	71	2,27	,84	,100
TCC	Female	195	2,46	,84	,060
	Male	71	2,35	,77	,091
StCC	Female	195	2,47	,87	,062
	Male	71	2,31	,78	,093

$p \leq .05$

Table 2 shows the t-test results for prospective teachers' professional concerns according to gender. Accordingly, a close examination of Table 2 reveals that there are no statistically significant differences between male and female prospective teachers' levels of anxiety.

In addition to that, female prospective teachers' levels of self-centred concerns $\bar{x} = 2.43$, student-centred concerns $\bar{x} = 2.47$, and task-centred concerns $\bar{x} = 2.46$ are higher than those of male prospective teachers'. Male prospective teachers' levels of task-centred concerns are $\bar{x} = 2.35$, self-centred concerns are $\bar{x} = 2.27$, and student-centred concerns are $\bar{x} = 2.31$.

2- Do the prospective teachers' professional concerns differ according to the branch of study?

Table 3: The Variance Analysis Results for Prospective Teachers' Professional Concerns According to the Branch of Study

Sub-dimensions for concerns	Sections	X	S	sd	F	p	Tukey
SCC	1-English	2,64	,83	2	9,46	,000	1-2 2-3
	2-French	2,20	,84	263			
	3-German	2,48	,78	265			
TCC	1-English	2,71	,83	2	11.43	,000	1-2 2-3
	2-French	2,24	,80	263			
	3-German	2,54	,74	265			
StCC	1-English	2,76	,86	2	12.16	,000	1-2 2-3
	2-French	2,22	,82	263			
	3-German	2,58	,75	265			

Table 3 shows the variance analysis results for prospective teachers' professional concerns according to their branch of study. Accordingly, self-centred concerns are $\bar{x} = 2.64$ for prospective English teachers, $\bar{x} = 2.20$ for prospective French teachers, and $\bar{x} = 2.48$ for prospective German teachers. In consequence of the variance analysis conducted so as to find whether or not the participating prospective teachers' self-centred concerns differed according to their branch of study, significant differences were found [$F(2, 263)=9.46, p<.000$]. In consequence of the Tukey HSD test which was performed so as to find in which groups the differences were available, it was seen that significant differences were available between English and French language teaching students, and between French and German language teaching students.

According to the table, task-centred concerns are $\bar{x} = 2.71$ for prospective English teachers, $\bar{x} = 2.24$ for prospective French teachers, and $\bar{x} = 2.54$ for prospective German teachers. In consequence of the variance analysis conducted so as to find whether or not the participating prospective teachers task-centred concerns differed according to their branch of study, significant differences were found [$F(2, 263)=11.43, p<.000$]. In consequence of the Tukey HSD test which was performed so as to find in which groups the differences were available, it was seen that significant differences were available between English and French language teaching students, and between French and German language teaching students.

It is evident accordingly that student-centred concerns are $\bar{x} = 2.76$ for prospective English teachers, $\bar{x} = 2.22$ for prospective French teachers, and $\bar{x} = 2.58$ for prospective German teachers. In consequence of the variance analysis conducted so as to find whether or not the participating prospective teachers' self-centred concerns differed according to their branch of study, significant differences were found [$F(2, 263)=12.16, p<.000$]. In consequence of the Tukey HSD test which was performed so as to find in which groups the differences were available, it was seen that significant differences were available between English and French language teaching students, and between French and German language teaching students.

3- Is the age factor significant in prospective teachers' professional concerns?

Table 4: The Variance Analysis Results for Prospective Teachers' Professional Concerns According to Age Factor

Sub-dimensions for concerns	Age groups	X	S	sd	F	p	Tukey
SCC	17-20	2,27	,87	2	3,36	0,36	---
	21-24	2,51	,86	263			
	25+	2,18	,69	265			
TCC	17-20	2,33	,87	2	2.25	,108	---
	21-24	2,54	,81	263			
	25+	2,30	,67	265			
StCC	17-20	2,37	,91	2	1.89	,153	---
	21-24	2,51	,83	263			
	25+	2,20	,71	265			

Table 4 shows the variance analysis results for prospective teachers' levels of professional concerns according to age groups. As it is clear from the table, self-centred concerns are $\bar{x} = 2.27$ in the 17-20 age group, $\bar{x} = 2.52$ in the 21-24 age group, and $\bar{x} = 2.18$ in the 25 and above age group. In consequence of the variance analysis conducted so as to find whether or not the participating prospective teachers' self-centred concerns differed according to their age, significant differences were found [$F(2, 263)=3.36, p<.036$] yet, in consequence of the Tukey HSD test which was done so as to find in which groups the differences were available, it was seen that there were no significant differences.

According to the table, task-centred concerns are $\bar{x} = 2.33$ for the 17-20 age group, $\bar{x} = 2.54$ for the 21-24 age group, and $\bar{x} = 2.30$ for the 25 and above age group. No significant differences were found in consequence of the variance analysis conducted so as to find whether or not the participating prospective teachers' task-centred concerns differed according to the age group [$F(2, 263)=2.25, p<.108$].

Evidently, we observe in the table that student-centred concerns are $\bar{x} = 2.37$ for the 17-20 age group, $\bar{x} = 2.51$ for the 21-24 age group, and $\bar{x} = 2.20$ in the 25 and above age group. No significant differences were found in consequence of the variance analysis conducted so as to find whether or not the participating prospective teachers' student-centred concerns differed according to the age group [$F(2, 263)=1.89, p<.153$].

4. DISCUSSION and RECOMMENDATIONS

In conclusion, this research attempts to determine the prospective German, French and English language teachers' levels of professional concerns on the basis of several variables (such variables as gender, branch of study and age). The most important findings obtained in the research may be summarised as in what follows: on examining the distribution of foreign language prospective teachers' levels of professional concerns according to gender, it was found that there were no statistically significant differences between male and female prospective teachers' levels of anxiety; but that female prospective teachers' levels of self-centred, student-centred and task-centred concerns were higher than those of male candidates'. Whereas the average scores received by female prospective teachers in relation to the "task-centred, student-centred, and self-centred concerns" were higher than those of male ones, the difference was statistically insignificant.

The research conducted by Saban et al (2004), Tümerdem (2007) and Taşgın (2006) also found that female students' levels of anxiety were higher than male students' in all three types of anxiety. On examining the psychiatric samples in studies researching the correlations between anxiety and gender, the levels of anxiety were observed to be higher in the female participants than in the male ones; yet on examining the student groups in the studies mentioned, no differences were found between the genders (Gençtan, 1993; Öner & Le Compte, 1998). However, the fact that the students are still in the process of being appointed into the teaching profession causes them to feel anxious about whether they will be successful in the profession. Thus, it was quite natural for the students as prospective teachers at the point of stepping into the profession soon to have high levels of anxiety (in terms of task-based and self-centred concerns) about their success.

In the study concerning different socio-economic level done on the five elementary school students, Öner and Le Compte (1998) observed that Turkish students' concerns of the same age and class were higher than American and British students' concerns. Thus, Turkish students according to American and British students were found to be more anxious.

On examining the distribution of foreign language prospective teachers' levels of professional concerns according to their branch of study, it was found that prospective English language teachers' levels of task-centred, student-centred, and self-centred concerns were statistically higher than the others' levels. This may have stemmed from the fact that French and German language teaching students' beliefs and motivations in the profession were lower due to lower rates of appointment to a teaching post; which in turn affects their professional concerns in a negative way.

An evaluation of the levels of professional concerns on the basis of age showed that age factor did not affect the candidates' levels of self-centred, task-centred and student-centred concerns significantly. Additionally, it was also found that 21-24 age group prospective teachers' levels of anxiety were higher than those of the other age groups in all three of the self-centred, task-centred and student-centred concerns. This case showed that prospective teachers of that age group were in the process of stepping into the profession and that they were aware of that, and therefore they had higher levels of concerns than the prospective teachers of the other age groups.

The most important anxiety that prospective teachers suffer today is the one concerning whether or not they will be appointed to a teaching post. The final year undergraduate students pass through the most important period of their lives after graduation. Job selection, plans on playing roles in real life, friendship relations experienced, fear of unemployment, and responsibilities of various types may be considered as only a few of the factors causing one to feel anxiety.

Prospective teachers should be made aware that foreign language education they receive is not only training to get a job, but that foreign language is also a necessity in daily life and in the social environment. In this way, their concerns about the profession will be reduced to the minimum.

The fields of employment for the individuals educated in a foreign language should be diversified and increased, and thus the prospective teachers should be appointed.

Prospective teachers should be made to be closely acquainted with the profession, and importance attached to the Teaching Practice and School Experience course- through which they gain self confidence - should be increased. Thus, they will be better familiarised with the profession, students, and with themselves as teachers, and they will also cope with their concerns.

A further study of prospective teachers' professional concerns from the perspective of diverse variables apart from the ones in this research can be recommended. Moreover, similar

studies can also be performed in other areas. Thus, a more effective cause-effect relationship based evaluation can reveal the effects of anxiety on the educational-instructional process. These evaluations can be benefited by institutions and experts for psychological support in cases of anxiety and concern. Lastly, similar studies are expected to contribute and improve to research methodology.

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Uzun Özet

İlköğretimden itibaren üniversiteye kadar, ülkemizde öğrenciler çeşitli sınavlardan geçerek eğitim alacakları alanlara yerleştirilmekte, dolayısıyla, kaygıları bitmemekte ve gelecek kaygısı devam etmektedir. Günümüzde öğretmen adaylarının en önemli kaygıları göreve atanıp atanamayacakları konusundaki kaygılardır. Üniversite son sınıf öğrencileri mezun olduktan sonra yaşamlarının en önemli dönemlerini yaşamaktadırlar İş seçimi, gerçek hayatta rolünü almasına ilişkin planlar, yaşadığı arkadaşlıklar, iş bulamama korkusu ve değişik sorumluluklar kişide kaygı yaratıcı etmenlerden bazıları olarak görülebilmektedir (Tümerdem, 2007).

Öğretmen adaylarının meslekle ilgili kaygıları belirli zaman aralıklarında bazı noktalarda yoğunlaşır. Özellikle bu kaygılar mezuniyet aşamasında, atanma, kpss sınavı veya iş bulma kaygılarıyla en üst noktaya ulaşır. Fuller'e göre (1969) öğretmen adaylarındaki mesleki kaygı durumu üç grupta toplanabilir. Bunlardan birincisi ben-merkezli kaygılar, ikincisi görev-merkezli kaygılar üçüncüsü ise öğrenci merkezli kaygılardır.

Ben-merkezli kaygıların odak noktasında bireyin kendisi bulunmaktadır. Ben-merkezli kaygıları taşıyan öğretmen adayı, öğretmenlik mesleğini başarıp başaramayacağı endişesini taşır ve bu nedenle sürekli olarak tedirginlik yaşar. Görev-merkezli kaygılar, bireyin öğretmenlik mesleği ile alakalıdır. Görev-merkezli kaygıları yani göreviyle ilgili kaygıları taşıyan bir öğretmen adayı, iyi bir öğretmen olabileceği kaygısını taşır ve bu sebeple alanında meydana gelen yenilikleri, yeni öğretim yöntemlerini, yeni öğretim araç-gereçlerini yakından takip eder. Öğrenci-merkezli kaygıların odak noktası ise öğrencilerdir. Öğrenci-merkezli kaygıları yaşayan bir öğretmen adayı daha çok öğrenci merkezli düşünür ve her bir öğrencinin fiziksel, zihinsel, duygusal veya sosyal ihtiyaçlarını nasıl karşılayacağına endişesini taşır ve kendisini bu alanda yoğunlaştırır.

Kaygı, süresine ve şiddetine göre fizyolojik ve psikolojik olarak kişide bazı değişikliklerin olmasına sebep olabilir. Bu dönemde sürekli başarısızlıkla karşılaşılacağı kanaati yaygınlaşır. Kaygı, bazı dönemlerde başarıyı tetikleyebildiği gibi başarısızlığın da en önemli etkenleri arasında yer alabilir. Yabancı dil öğretmen adayları beş yıllık bir mesleki eğitim sürecinin sonunda mesleki yeterliğe ve donanıma sahip olarak mezun olurlar. Bu süreçte yabancı dil öğretmeni adayları bir çok kaygı taşımaktadırlar ve bunlardan en önemlisi de mesleki kaygıdır.

Mesleki kaygı ile ilgili çalışmalar incelendiğinde, bu konuda çeşitli araştırmaların yapıldığını görmekteyiz. Dilmaç (2010) Görsel Sanatlar Öğretmeni Adayları üzerinde yaptığı mesleki kaygı düzeyi ile ilgili araştırmada, öğretmen adaylarının mesleki kaygılarını cinsiyet, ailelerin gelir düzeyleri ve mezun oldukları lise türü değişkenlerine göre anlamlı farklılık gösterip göstermediği konusuna değinilmiştir. Görsel sanatlar öğretmeni adaylarının düşük düzeyde mesleki kaygıya sahip oldukları sonucuna varılmıştır.

Beden Eğitimi Öğretmen Adaylarına yönelik yaptığı çalışmada, Taşgın (2006) cinsiyet faktörünün öğretmen adaylarının mesleki kaygılarını etkileyip etkilemediğini araştırmıştır. Sonuç olarak ben-merkezli ve görev-merkezli kaygı türlerinde bayanların kaygı düzeylerinin erkek adaylarınkinden daha yüksek olduğunu, öğrenci merkezli kaygı düzeyinde ise anlamlı bir fark olmadığını ortaya koymuştur.

Bozdam (2008) “Öğretmen Adaylarının Mesleki Kaygı Düzeylerinin Bazı Değişkenler Açısından İncelenmesi” başlıklı çalışmada, Selçuk Üniversitesinde Eğitim Fakültesinin farklı öğretmenlik bölümlerinde okuyan öğretmen adaylarının mesleki kaygı düzeylerini farklı değişkenler açısından incelemişler ve araştırmanın sonuçlarına göre öğretmen adaylarının cinsiyet ve yetiştikleri yer değişkenlerine göre anlamlı düzeyde farklılaşmadığını, buna karşılık mesleki kaygı düzeylerinin yaş ve branş değişkenlerine göre önemli olduğunu saptamışlardır.

Öğretmen adayları mesleki eğitimleri süresince bilişsel, duyuşsal ve psikomotor beceriler alanlarında mesleğe uygun davranış biçimleri geliştirirler en önemlisi de neyi, nasıl ve ne zaman öğretecekleri konusunda bilgi sahibi olurlar. (Doğan&Çoban, 2009:159).

Böyle bir donanıma sahip öğretmen adayları da karşılaşabilecekleri her türlü güçlüğü üstesinden gelme becerisine sahip olurlar, motivasyonları artar ve kaygıya sebep olacak olumsuz durumlarında önüne geçmiş olurlar. Çeliköz ve Çetin'e (2004) göre de öğretmen adayları mesleğe yönelik olumlu davranış geliştirdikleri takdirde, öğretmenlik mesleğine adım attıklarında görevini tam olarak yapabilirler, araştırmacı ve yaratıcı düşünme kabiliyetini geliştirebilirler, öğrencileri daha kolay motive edebilirler, zamanı daha etkili kullanabilirler ve son olarak alanındaki yenilikleri daha yakından takip edebilirler.

Bu araştırmanın temel amacı, Yabancı Diller Eğitimi (Fransız Dili Eğitimi, Alman Dili Eğitimi ve İngiliz Dili Eğitimi) Bölümlerinde okuyan öğretmen adaylarının mesleklerine ilişkin kaygılarını ortaya çıkarmaktır. Öğretmen adaylarının mesleki kaygıları cinsiyet yaş, bölüm gibi çeşitli değişkenler açısından ele alınmış ve söz konusu değişkenlere göre anlamlı bir farklılık gösterip göstermediğine bakılmıştır.

Araştırmada veriler, araştırmacı tarafından oluşturulan kişisel bilgi formu ve “Öğretmen Adayı Kaygı Ölçeği” yoluyla toplanmıştır. Veriler SPSS 16 istatistik programı ile analiz edilmiş ve bulgular yorumlanarak Almanca, Fransızca ve İngilizce öğretmeni adaylarının taşıdıkları mesleki kaygı düzeyi “kaygı alanları” (Ben Merkezli-Görev Merkezli ve Öğrenci Merkezli Kaygılar) bakımından saptanmaya çalışılmıştır. Elde edilen sayısal veriler sonuç bölümünde yorumlanmıştır.

Sonuç olarak bu çalışmada, Almanca, Fransızca ve İngilizce Öğretmenliği bölümlerinde okuyan öğretmen adaylarının mesleki kaygı düzeyleri bazı değişkenler (cinsiyet, bölüm ve yaş) aracılığıyla saptanmaya çalışılmıştır ve elde edilen bulgular yorumlanmıştır. Araştırmada elde edilen en önemli bilgileri şu şekilde özetlemek mümkündür: yabancı dil öğretmen adaylarının mesleki kaygı düzeylerinin cinsiyete göre dağılımı incelendiğinde, erkek ve kız öğretmen adayların kaygı düzeyleri arasında istatistiksel açıdan anlamlı bir fark olmadığı tespit edilmiştir, ancak kız öğretmen adaylarının ben-merkezli, öğrenci-merkezli ve görev-merkezli kaygı düzeylerinin, erkek öğretmen adaylarından yüksek olduğu görülmüştür.

Yabancı dil öğretmen adaylarının mesleki kaygı düzeylerinin anabilim dallarına göre dağılımına bakıldığında, istatistiksel açıdan İngilizce öğretmenliği adaylarının görev merkezli, öğrenci merkezli ve ben merkezli kaygılarının diğer anabilim dallarına göre daha yüksek olduğu saptanmıştır. Bunun nedeni ise Fransızca ve Almanca öğretmenliği adaylarının bu bölümlere atamalarının yapılamadığı için öğretmenlik mesleğine olan inanç ve motivasyonlarının düşük olmasındandır, bu da onların mesleki kaygılarını olumsuz yönde etkilemektedir.

Mesleki kaygı düzeylerinin yaş değişkeni açısından incelendiğinde, yaş faktörünün öğretmen adaylarının ben-merkezli, görev-merkezli ve öğrenci-merkezli kaygı düzeylerini istatistiksel açıdan önemli ölçüde etkilemediği görülmektedir. Bununla birlikte, 21-24 yaş aralığındaki öğretmen adaylarının ben-merkezli, görev-merkezli ve öğrenci merkezli kaygı türlerinin hepsinde kaygı düzeylerinin, diğer yaş aralıklarındaki öğretmen adaylarının kaygı düzeylerinden çok daha yüksek olduğu görülmektedir. Bu da, bu yaş aralığındakilerin artık mesleğe adım atmakta olduklarını ve bunun bilincinde olduklarını yani diğer yaş grubundakilerden daha fazla kaygı taşıdıklarını göstermektedir.

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