



An Analysis of the Relationship between Teaching Concerns and Personality Traits of In-Service EFL Teachers

İngilizce Öğretmenlerinin Öğretme Endişeleri ile Kişilik Özellikleri Arasındaki İlişki*

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Geliş / Received: 30.06.2019

Kabul / Accepted: 28.08.2019

ABSTRACT: This study aims at exploring the teaching concerns of a group of EFL teachers working in various school levels in terms of different variables (gender, age, professional experience, graduated program and school level), the relationship between their concerns and personality traits, and their views on their own teaching concerns. The research was designed in a convergent parallel design. A total of 200 EFL teachers working in primary, secondary and university levels participated in the study, and interviews were conducted with 18 teachers volunteering among these teachers. The results indicated that gender and the graduated program type appeared not to create a significant difference. However, it was found that as the professional experience increased, the teaching concerns decreased and primary school EFL teachers seemed to have higher concerns than the other groups of teachers. Correlation analysis revealed a significant relationship between their teaching concerns and personality traits. Qualitative results of the study suggested relatively higher levels of teaching concerns than the levels obtained with the questionnaire.

Keywords: Teaching concerns, personality traits, EFL teachers

ÖZ: Bu çalışma, çeşitli okul seviyelerinde çalışan bir grup İngilizce öğretmenin öğretme kaygılarını çeşitli değişkenler açısından (cinsiyet, yaş, deneyim, mezun olunan program ve çalışılan sınıf), kaygıları ve kişilik özellikleri arasındaki ilişkiyi ve öğretmenlerin öğretme kaygıları hakkındaki görüşlerini incelemeyi amaçlamaktadır. Araştırmada yakınsayan paralel desen kullanılmıştır. Araştırmaya ilköğretim, ortaöğretim ve üniversite düzeylerinde çalışan toplam 200 İngilizce öğretmeni katılmış ve bu öğretmenler arasından gönüllü olan 18 öğretmen ile görüşme yapılmıştır. Sonuçlar cinsiyet ve mezun olunan program türünün öğretme endişeleri açısından anlamlı bir fark yaratmadığını, ancak mesleki deneyimin arttıkça, endişelerin azaldığını ve ilköğretim İngilizce öğretmenlerinin diğer öğretmen gruplarından daha fazla endişeye sahip olduğunu ortaya koymuştur. Korelasyon analizleri öğretmenlerin öğretme kaygıları ile kişilik özellikleri arasında anlamlı bir ilişki olduğunu göstermektedir. Çalışmanın nitel sonuçları nicel sonuçlarına kıyasla katılımcı öğretmenlerin nispeten daha yüksek seviyelerde öğretme kaygıları olduğunu ortaya koymuştur.

Anahtar sözcükler: Mesleki kaygı, öğretme kaygıları, kişilik tipleri, İngilizce öğretmenleri

* This study was produced from the M.A. dissertation of the first author and the second author was the advisor. The study was supported by TÜBİTAK as 2211-Master's Thesis project.

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Introduction

Teaching requires a variety of skills and knowledge in order to become an effective teacher who thus can touch a wide range of learners with different needs and backgrounds. With this in mind, one can say that teaching as a profession is a multi-layered occupation. To gain the best results and get the required satisfaction from teaching, one of the most important aspects needed to consider is teaching concerns of a teacher; as teachers have to deal with those concerns every day of their professional careers.

Understanding teachers' perceptions and concerns is vital because they are one of the primary factors affecting teaching-learning process. Teachers are the ones who determine their students' needs, regulate learning environments and processes, know which methods and activities work best for students and implement those chosen methods and activities. Different kinds of concerns related to teaching can arise in teachers as the world changes. These concerns can sometimes stem from a lack of expectations or from uncertainty, as well as from the level of teaching or difficulty attached to attaining the goals of educational processes. The source of concerns in teachers is linked to the profession they have been doing. Fuller (1969) classifies teachers' concerns in three groups: student-centered, task-centered, and self-centered concerns. Students are the center of student-centered concerns.

Teaching concerns experienced by teachers is closely related to their degree of professional fulfillment. The conflict between the skills the teacher has and the task s/he does arise concerns. One of the most important factors that affect teaching concerns is personality which includes emotional, motivational and cognitive processes that affect how we behave and react.

Psychologists who study personality have not had a common view on how to define the concept of personality. While some define personality as a self-evident, immutable behavioral and intrinsic process, others base their concept of personality on biological grounds (Burger, 2006). Personality is like an authentic signature which shows that an individual is different from others. The teacher, who affects the quality of education and learning process, has his/her own signature for each individual s/he trains. Traces of teachers can also be seen in pupils trained with a successful personality. Therefore, the personality of the teacher has become one of the areas of research interests. When the related literature is examined, it can be argued that the personality theory most frequently studied in recent years is the Big-Five Personality Theory (McCrae & Costa, 1997). The basis of the Big-Five Personality Theory is that the perceived different personality traits will be reflected in the discourses of various cultures in their daily lives, and that individual differences will be coded in different words. To put it briefly, the Five Factor Model consists of five sub-dimensions, which are Extraversion, Neuroticism/Emotional Stability, Agreeableness, Conscientiousness and Openness to Experience (McCrae & Costa, 1997).

Research Questions

Basically, this study aims at exploring four main issues: (1) the teaching concern levels of a group of Turkish EFL teachers working in schools of various levels (primary,

secondary and higher education institutions), (2) the teachers' teaching concerns in terms of different variables, (3) the relationship between these teachers' concerns and their personality traits, and finally (4) the participants' views on their own teaching concerns. In addition, qualitative data were obtained through semi-structured interviews, and these secondary data were used to interpret and discuss quantitative data. To this end, the following research questions were addressed in the study:

- 1) What is the teaching concerns level of EFL teachers participating in the study?
- 2) Does the teaching concerns level of these EFL teachers show a meaningful difference in terms of their professional experience, their gender, their age, the graduated program type, and the school level they work with?
- 3) Is there a relationship between teaching concerns and personality traits of these EFL teachers? If so, what kind of relationship is there?
- 4) What are the participants' views on their own teaching concerns?

Literature Review

In the related literature, teaching concerns is a vital variable which is examined. Reeves-Kazelskis and King (1994) aimed to determine and compare the concerns of two different groups of teacher candidates. For this purpose, in the first group with 43 pre-service teachers, traditional teaching method (narrative and demonstration), in the second group of 53 pre-service teachers, the field experience method (lecture and then the school application) was applied. In this study, teacher concern questionnaire developed by George (1978) was used. The level of concerns of the two groups at the beginning of the period was seen to be similar. At the end of the semester, While the concern levels related to discipline issues of the second group of pre-service teachers who participated in the field experience group increased, pre-teachers' same concerns in the first group of traditional education decreased. In addition, the second group pre-service teachers' level of concern about being good teachers and having problems with parents decreased compared to the beginning of the semester. In general, a decrease in concern levels was observed in both groups.

Ghaith and Shaaban (1999) worked with a total of 292 Lebanese teachers. They compared the anxiety levels of teachers with various variables such as gender and professional experience. A scale developed by Ghaith and Yaghi in 1997 was used in the study. As a result, it was found that experience decreased teachers' teaching concerns and that gender was not a significant variable for teaching concerns. In a more comprehensive study in terms of data collection tools employed, Swennen, Jörg and Korthagen (2004) conducted a study with 37 first grade Dutch teacher candidates which lasted a total of 28 weeks. The researchers used three techniques to collect data in their study. These techniques were; (1) card sorting technique, (2) drawing technique by teacher candidates and (3) interview technique. Although the card sorting technique was not a data collection tool, it was preferred by the researchers based on their thoughts that it could reflect the concerns of the pre-service teachers. They adapted the 50-item teacher concern checklist developed by Fuller and Borich in 1988 to their own research techniques. After the adaptation, there were 16 items left on the checklist. These 16 items were transferred to the

cards and a card set was created for each student. The teacher candidates were then asked to sort the cards from the most concerning card to the least concerning card. According to the results, the participating student teachers were seen to be most concerned about matters that formed the core task of teaching, as they stated it, such as selecting and teaching content well, motivating students to learn and adapting themselves to the needs of different students. They appeared to be less concerned about matters that were not central to the immediate task of teaching or that they could not influence as student teachers.

In the Turkish context, Ünalı and Alaz (2008), in their study, aimed at revealing the teaching concerns of pre-service teachers studying in geography education. In this study, the relationships among the pre-service teachers' professional concerns and their gender, their family income, their conscious and willing choice of teaching career and their grades were investigated. According to the findings of the study, gender was not an independent variable that would lead to a significant difference in task-centered, self-centered and student-centered concerns. The high level of family income was seen as an independent variable that significantly decreased task-centered, self-centered and student-centered concerns. The fact that students chose geography teaching in the first five choices in the university exam was determined as a factor that significantly reduced the task-centered anxiety level. It was also identified that the fourth and fifth grade students had higher levels of task and self-centered concerns than the first and second-year students.

Yaylı and Hasırcı (2009) examined the teaching concerns of 432 pre-service Turkish teachers studying Turkish language teaching in a university in Turkey in terms of year, gender, group and schooling shift. Teaching Concerns checklist was used for the collection of data and the results of the study showed that higher grade teacher candidates had significantly more concerns than the lower grade pre-service teachers. In addition, gender appeared to be a determinant factor for teaching concerns. According to the results, female students had significantly higher level of teaching concerns than male students. Schooling shift seemed to have no effect on teaching concerns of the participating pre-service Turkish language teachers.

When looking at the literature, although there are studies examining teaching concerns, studies related to the relationship between teaching concerns and personality traits are rare. Çelik (2017) conducted a study to determine the relation between teaching concern level and their personal characteristics of Turkish language teacher candidates. The sample of the study consisted of 400 pre-service Turkish teachers in 12 different cities in Turkey. Eysenck Personal Questionnaire and Teaching Concern Scale by Cabı and Yalçınalp (2013) were used as data collection tools. As a result of research, it was determined that there was a weak but meaningful relation between occupational anxiety level and personal characteristics of Turkish language teacher candidates. Findings indicated that when 'extroversion' and 'lying' personality traits of pre-service Turkish language teachers increased, the concern level also increased. In addition, as the features of emotional stability decreased, the level of concern decreased as well. In terms of gender, it was found that the concern level of the participants varied according to gender, and that female participants' concern levels were significantly lower compared to those of male ones. According to age groups, there was a significant but very low relationship between

17-20 and 21-25 age groups. While there was no significant relationship between the extroversion, lying and neuroticism traits and concern levels of the students in the age group '26 and over', a negative relationship was observed between anxiety level and psychoticism.

Methodology

This is a mixed methods study as it involved a combination of quantitative and qualitative research types. Since both qualitative and quantitative research has roles to play in examining and explaining handled situations and theorizing, together they foster the quality of the research and findings. The research was designed in a convergent parallel design (Creswell, 2011, p. 69), or can also be referred as the concurrent triangulation design. This is one of the mixed method designs. It generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data in order to achieve the best understanding of the research problem. According to Creswell (2013), this model is characterized by two or more methods used to confirm, cross-validate, or corroborate findings within a study. Data collection is concurrent and the purpose of using this design is generally to overcome a weakness in using one method with the strengths of another.

When the formula used for calculating the estimated sample size in discontinuous variables was adapted to the research universe, the number obtained was approximately 200 (Büyüköztürk, 2016). It is concluded that this result is consistent with the number of participants participating in the research and that the research sample represents the research universe, as total of 200 EFL teachers working in primary, secondary and high schools, and university preparatory classes in Denizli province of Turkey participated in the study by responding to two scales: 'Occupational Concerns Scale' developed by Cabı and Yalçınalp (2013) and 'Ten Item Personality Scale' developed by Gosling et al. (2003) and adapted to Turkish by Atak (2013).

For the qualitative dimension of the research, interviews were conducted with 18 teachers who volunteered among these participating teachers. Among them, five teachers work in university, eight work in two different kinds of high schools, namely Anatolian and vocational high schools and five of them work in primary and secondary schools. The teachers' year of experience ranged from four to 21 years and as for their genders, eight of them were male while the rest were female.

In accordance with the purpose of the study, statistical operations were performed on the quantitative data obtained through the SPSS 23 package program. Accordingly, arithmetic averages were calculated to determine the personality traits and teaching concern levels of the participating EFL teachers. Differences between the groups were presented in terms of the variables included in the personal information form. Levene homogeneity test for homogeneity of variances, one-way analysis of variance and independent samples t-test for independent samples were applied to determine whether demographic variables differed according to teaching concern levels of these EFL teachers. In order to check whether the distribution of data was normal or not Skewness and Kurtosis values were calculated, and Cronbach's Alpha coefficients were examined to determine whether the factors were reliable or not. The reference range for Skewness and Kurtosis values is in the range of +1.5 to -1.5 according to Tabachnick and Fidell (2013),

and according to George and Mallery (2010) in the range of +2.0 and -2.0. In the present study, it was seen that the data were distributed normally in the +2.0 to -2.0 reference range. ANOVA was applied to determine whether the levels of concern differed according to age, place of work, professional experience and graduated program. LSD test was applied in the difference analysis because the variance of concern level scores was found to be homogeneous among the groups (Morgan et al., 2004, p. 151; as cited in Can, 2016, p. 152). The Dunnett C test was used to test the difference of the averages since the scale scores were normally distributed but the variances were not homogeneous (Büyüköztürk, 2016, p. 51). Correlation analysis was applied for the relationships between personality traits and teaching concern levels. In the correlation analysis, Pearson test was applied since the data were normally distributed.

The qualitative data obtained through semi-structured interviews were analyzed by content analysis technique which can be defined as the isolation, counting, and interpretation of the concepts, problems, and subjects repeated in the data (Ellis & Barkhuizen, 2005; as cited in Dörnyei, 2007). For this purpose, first the interviews were transcribed, and the emerging patterns and themes were selected. Then, a name that is closest to the concept it was describing was used to identify each emerging theme. Another researcher who was a classmate in the M.A. program was asked to read and analyze the transcribed data to increase the validity and reliability of the findings (Miles & Huberman, 1994). The percentage agreement between two raters was 80%. We discussed the differences in our coding and reached a consensus for each difference. As a result, 6 themes emerged:

1. Concerns about students
2. Concerns about parental involvement
3. Concerns about professional development and competence
4. Concerns about instructional insufficiencies
5. Concerns about economic and social contexts
6. Concerns about management

Findings

Teaching Concern Levels of EFL Teachers in terms of Professional Experience

The results of the One-Way ANOVA, which was conducted to examine whether the teaching concern levels of the participating EFL teachers differed according to their professional experience, were given in the tables below with their descriptive analyses.

Table 1. Results of One-Way ANOVA of the Differences Between Economic/Social Centered Concern Levels and Professional Experience of EFL Teachers

Source of Variance	Sum of Squares	SD	Mean Squares	F	<i>p</i>	Dif.
Among Groups	722.61	3	240.87	5.029	.002	1-2, 1-3, 1-4
Within Group	9386.96	196	47.89			
Total	10109.58	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the Economic/Social centered concern levels and the professional experience of these EFL teachers ($F=5.029$, $p < .01$). As Levene test showed that the data were distributed homogeneously ($p > .05$), LSD test was conducted to find out the differences between Economic/Social-centered concern levels. The result of the analysis showed that EFL teachers working between 0-5 years had more economic/social centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Table 2. Results of One-Way ANOVA of the Differences between School Management Centered Concern Levels and Professional Experience of EFL Teachers

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	179.40	3	59.80	7.419	.000	1-2, 1-3,
Within Group	1579.87	196	8.06			1-4
Total	1759.28	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the Economic/Social centered concern levels and the professional experience of EFL teachers ($F=7.419$, $p < .001$). As Levene test showed that the data were distributed homogeneously ($p > .05$), LSD test was conducted to find out the differences between School Management centered concern levels among groups. The result of the analysis showed that EFL teachers working between 0-5 years had more School Management centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Table 3. Results of One-Way ANOVA of the Differences between Task Centered Concern Levels and Professional Experience of EFL Teachers

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	3257.31	3	1085.77	11.538	.000	1-2, 1-3,
Within Group	18443.87	196	94.10			1-4, 2-4,
Total	21701.19	199				3-4

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of the analysis showed that there was a significant difference between the level of professional experience of the teachers and their Task Centered concern levels ($F=11.538$, $p < .001$). As Levene test showed that the data were not distributed homogeneously ($p < .05$), Dunnett C test was performed to find out among which groups had the significant difference in Task Centered concern levels. The results indicated that teachers working for 0-5 years had higher Task Centered concerns than those working for 6-15, 16-25 and 26-more years. Besides, teachers working for 6-15 and 16-25 years also had higher Task Centered concern levels than those working for 26-more years.

Table 4. Results of One-Way ANOVA of the Differences between Student/Communication Centered Concern Levels and Professional Experience of EFL Teachers

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	910.99	3	303.66	13.304	.000	1-2, 1-3,
Within Group	4473.56	196	22.82			1-4
Total	5384.55	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the level of Student/Communication centered concern levels of EFL teachers in terms of their professional experience ($F=13.304$, $p < .001$). As Levene test showed that the data were not distributed homogeneously ($p < .05$), Dunnett C test was conducted to determine how the Student/Communication centered concern levels differed among the groups. The result of the analysis revealed that EFL teachers working between 0-5 years had more Student/Communication centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Table 5. Results of One-Way ANOVA of the Differences between Colleague/Parent Centered Concern Levels and Professional Experience of EFL Teachers

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	289.73	3	96.57	9.126	.000	1-2, 1-3,
Within Group	2074.26	196	10.58			1-4
Total	2364.00	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of the statistical analysis showed that there was a significant difference between the level of Colleague/Parent centered concern levels of the EFL teachers in terms of their professional experience ($F=9.126$, $p < .001$). As Levene test showed that the data were not distributed homogeneously ($p < .05$), Dunnett C test was performed to find out among which groups have the significant difference in Colleague/Parent concern levels. The results of the analysis indicated that EFL teachers working between 0-5 years had more Colleague/Parent centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Table 6. Results of One-Way ANOVA of the Differences between Personal Development Centered Concern Levels and Professional Experience of EFL Teachers

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	441.77	3	147.25	8.567	.000	1-2, 1-3,
Within Group	3369.22	196	17.19			1-4, 2-4,
Total	3810.99	199				3-4

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis suggested that there was a significant difference between the level of Personal Development centered concern levels of EFL teachers in terms of their professional experience ($F=8.567$, $p<.001$). As Levene test showed that the data were not distributed homogeneously ($p<.05$), Dunnett C test was performed to find out among which groups had the significant difference in Personal Development concern levels. The results revealed that the teachers working for 0-5 years had a higher level of Personal Development centered concerns than those working for 6-15, 16-25 and 26-more years. Besides, the teachers working for 6-15 and 16-25 years had also higher concern levels than those working for 26-more years.

Table 7. Results of One-Way ANOVA of the Differences between Adjustment Centered Concern Levels and Professional Experience of EFL Teachers

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	231.72	3	77.24	6.621	.000	1-3, 1-4, 2-4
Within Group	2286.59	196	11.66			
Total	2518.32	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the levels of Adjustment centered concern levels of EFL teachers in terms of their professional experience ($F=6.621$, $p<.001$). As Levene test revealed that the data were not distributed homogeneously ($p<.05$), Dunnett C test was performed to find out among which groups have the significant difference in Adjustment centered concern levels. The results indicated that the teachers working for 0-5 years had higher Adjustment centered concerns than those working for 6-15, 16-25 and 26-more years. Moreover, the teachers working for 6-15 years also had higher Adjustment centered concern levels than those working for 26-more years.

Teaching Concern Levels of EFL Teachers in terms of Gender

The results of the T-test analysis for the Independent Samples in order to examine whether the teaching concern levels of the EFL teachers differed according to gender are given in Table 8 below.

Table 8. T-Test Results of EFL Teachers' Teaching Concerns in terms of Gender

Variable	Gender	N	\bar{x}	S	Sd	t	p
Task Centered	Female	145	23,50	10.18	198	-.332	.740
	Male	55	24,05	11.18			
Student/Communication Centered	Female	145	11,40	4.96	198	.286	.775
	Male	55	11,16	5.83			
Colleague/Parent Centered	Female	145	7,77	3.52	198	.482	.631
	Male	55	7,50	3.25			
Personal Development Centered	Female	145	8,02	4.45	198	.171	.865
	Male	55	7,90	4.20			
Adjustment Centered	Female	145	6,23	3.65	198	.093	.926
	Male	55	6,18	3.32			
School Management Centered	Female	145	6,11	3.06	198	.388	.698
	Male	55	5,92	2.74			
Economic/Social Centered	Female	145	17,37	7.00	198	-.057	.955
	Male	55	17,43	7.50			

The results of the analysis revealed that the level of EFL teachers' Task, Student/Communication, Colleague/Parent, Personal Development, Adjustment, School Management and Economic/Social centered concern levels did not differ by gender ($p > .05$).

Teaching Concern Levels of EFL Teachers in terms of the Graduated Program

The results of the One-Way ANOVA conducted to examine whether the teachers' teaching concern levels differed according to the type of graduated program are given in Table 10, and the descriptive statistics are given in Table 9.

Table 9. Descriptive Statistics Regarding the Distribution of the Task, Economic/Social, Personal Development, Adjustment, School Management, Colleague/Parent and Student/Communication Centered Concern Scores by the Graduated Program Types

Variables	Groups	N	\bar{x}	SD
Task Centered	English Language Teaching	144	24.45	11.12
	English Language and Literature	29	20.37	7.80
	American Culture and Literature	7	20.28	8.45
	Translation and Interpreting	6	28.16	10.18
	Other	14	22.00	7.37
	Total	200	23.65	10.44
Economic/Social Centered	English Language Teaching	144	17.86	7.02
	English Language and Literature	29	15.20	7.84
	American Culture and Literature	7	14.71	4.92
	Translation and Interpreting	6	15.16	4.79

	Other	14	19.35	7.69
	Total	200	17.39	7.12
Personal Development Centered	English Language Teaching	144	8.34	4.56
	English Language and Literature	29	6.34	3.78
	American Culture and Literature	7	6.42	2.93
	Translation and Interpreting	6	10.00	3.16
	Other	14	7.78	3.76
	Total	200	7.99	4.37
Adjustment Centered	English Language Teaching	144	6.62	3.70
	English Language and Literature	29	4.82	2.81
	American Culture and Literature	7	6.14	3.02
	Translation and Interpreting	6	6.16	3.54
	Other	14	5.00	2.98
	Total	200	6.22	3.55
School Management Centered	English Language Teaching	144	6.41	3.17
	English Language and Literature	29	4.75	1.86
	American Culture and Literature	7	5.71	1.88
	Translation and Interpreting	6	5.50	2.34
	Other	14	5.50	2.79
	Total	200	6.06	2.97
Colleague/Parent Centered	English Language Teaching	144	7.97	3.71
	English Language and Literature	29	6.51	2.39
	American Culture and Literature	7	7.71	3.94
	Translation and Interpreting	6	8.50	2.50
	Other	14	7.00	1.88
	Total	200	7.70	3.44
			12.02	5.53
Student/Communication Centered	English Language Teaching	144	9.03	3.33
	English Language and Literature	29	11.42	4.64
	American Culture and Literature	7	11.50	5.00
	Translation and Interpreting	6	8.85	3.18
	Other	14	11.33	5.20
	Total	200	24.45	11.12

When the average scores of EFL teachers were examined with descriptive analyses, it was seen that those who graduated from ‘English Language and Literature’ and ‘American Culture and Literature’ programs generally had higher Task centered, Economic/Social centered, Personal Development centered Adjustment centered, School Management centered, Colleague/Parent centered and Student/Communication centered teaching concern levels.

Table 10. One-Way ANOVA Results regarding whether the Task, Economic/Social, Personal Development, Adjustment, School Management, Colleague/Parent and Student/Communication Centered Concern Levels differ in terms of Graduated Program Type

Variables	Source of Variance	Sum of Squares	sd	Mean Square	F	P	Dif.
Task Centered	Between Groups	642.45	4	160.61	1.487	.208	-
	Within Groups	21058.75	195	107.99			
	Total	21701.20	199				
Economic/Social Centered	Between Groups	304.12	4	76.03	1.512	.200	-
	Within Groups	9805.46	195	50.28			
	Total	10109.58	199				
Personal Development	Between Groups	138.04	4	34.51	1.832	.124	-
	Within Groups	3672.95	195	18.83			

Centered	Total	3810.99	199				
Adjustment Centered	Between Groups	100.74	4	25.18	2.031	.092	-
	Within Groups	2417.58	195	12.39			
	Total	2518.32	199				
Colleague/Parent Centered	Between Groups	61.94	4	15.48	1.312	.267	-
	Within Groups	2302.05	195	11.80			
	Total	2364.00	199				
School Management Centered	Between Groups	74.54	4	18.63	2.157	.075	-
	Within Groups	1684.73	195	8.64			
	Total	1759.28	199				
Student/Commun ication Centered	Between Groups	308.772	4	77.193	2.966	.021	1-2, 1-7
	Within Groups	5075.783	195	26.030			
	Total	5384.555	199				

1: English Language Teaching, 2: English Language and Literature, 3: American Culture and Literature, 4: Linguistics, 5: Comparative Literature, 6: Translation and Interpreting, 7: Other

The results of the analysis indicated that the level of EFL teachers' Task, Economic/Social, Personal Development, Adjustment, Colleague/Parent, School Management and centered concern levels did not differ by the type of program they graduated from (Respectively $F=1.487$; 1.512 ; 1.832 ; 2.031 ; 1.312 ; 2.157 , $p>.05$). However, a significant difference was found at Student/Communication centered concern level ($F=2.966$, $p<.05$). As the result of the Levene test revealed that the data were not distributed homogeneously ($p<.05$), Dunnett C test was conducted to determine how the Student/Communication centered concern levels differed among the groups. Consequently, it was seen that EFL teachers who graduated from English Language Teaching program had a higher level of Student/Communication centered concern than those who graduated from English Language and Literature and Other.

Teaching Concern Levels of EFL Teachers in terms of the School Level They Worked with

The results of the One-Way ANOVA conducted to examine whether the Teaching concern levels of EFL teachers differed according to the school level they worked with are given in Table 11 and the descriptive statistics are given in Table 12.

Table 11. Descriptive Statistics of the EFL Teachers' Distribution of Teaching Concern Scores by School Level They Work with

Variables	Groups	N	\bar{x}	SD
Economic/Social Centered	Primary	19	28.42	12.14
	Secondary	83	22.98	10.24
	High school	69	21.44	8.74
	University	29	27.68	11.91
	Total	200	23.65	10.44
Student/Communication Centered	Primary	19	18.89	7.01
	Secondary	83	16.98	6.68
	High school	69	17.33	7.29
	University	29	17.68	8.19
	Total	200	17.39	7.12
Colleague/Parent Centered	Primary	19	12.63	5.94
	Secondary	83	11.38	5.36
	High school	69	11.00	4.55
	University	29	11.13	5.76

	Total	200	11.33	5.20
Personal Development Centered	Primary	19	9.05	3.80
	Secondary	83	7.19	3.26
	High school	69	7.65	3.34
	University	29	8.37	3.77
	Total	200	7.70	3.44
Adjustment Centered	Primary	19	10.42	4.86
	Secondary	83	7.73	4.26
	High school	69	7.46	4.13
	University	29	8.41	4.56
	Total	200	7.99	4.37
School Management Centered	Primary	19	6.52	4.16
	Secondary	83	6.45	3.74
	High school	69	5.75	2.96
	University	29	6.44	3.94
	Total	200	6.22	3.55
Task Centered	Primary	19	8.05	3.61
	Secondary	83	5.63	2.78
	High school	69	5.86	2.71
	University	29	6.41	3.22
	Total	200	6.06	2.97

When the average scores of EFL teachers were analyzed with descriptive analysis, it was seen that concern levels were close to each other in all sub-dimensions. However, it can be concluded that the teachers working at the Primary school level had higher scores than the others.

Table 12. One-Way ANOVA Results regarding whether the EFL Teachers' Teaching Concerns Differ in terms of the School Level They Work with

Variables	Source of Variance	Sum of Squares	sd	Mean Square	F	P	Dif.
Task Centered	Between Groups	1276.29	3	425.43	4.083	.008	1-2,
	Within Groups	20424.89	196	104.20			1-3,
	Total	21701.19	199				4-2, 4-3
Economic/Social Centered	Between Groups	59.26	3	19.75	.385	.764	-
	Within Groups	10050.31	196	51.27			
	Total	10109.58	199				
Student/Communication Centered	Between Groups	41.02	3	13.67	.502	.682	-
	Within Groups	5343.53	196	27.26			
	Total	5384.55	199				
Colleague/Parent Centered	Between Groups	69.65	3	23.21	1.984	.118	-
	Within Groups	2294.34	196	11.70			
	Total	2364.00	199				
Personal Development Centered	Between Groups	142.00	3	47.33	2.529	.059	-
	Within Groups	3668.99	196	18.71			
	Total	3810.99	199				
Adjustment Centered	Between Groups	22.99	3	7.66	.602	.614	-
	Within Groups	2495.32	196	12.73			
	Total	2518.32	199				
School Management Centered	Between Groups	96.31	3	32.10	3.784	.011	1-2,
	Within Groups	1662.96	196	8.48			1-3
	Total	1759.28	199				

1: Primary, 2: Secondary, 3: High school, 4: University

The results of the analysis reflected that there was no significant difference between the level of the EFL teachers' Economic/Social, Student/Communication, Colleague/Parent, Personal Development and Adjustment centered concern levels and their

school level (Respectively $F=.385; .502; 1.984; 2.529; .602, p>.05$). However, there was a significant difference between the groups in Task centered and School Management centered concern levels (Respectively $F=4.083; 3.784, p<.05$). As a result of the Levene test, the data were found to be distributed homogeneously ($p> .05$), thus LSD test was performed to find among which groups had significant difference. Consequently, it was seen that in the Economic/Social centered concern level, EFL teachers working in primary and university institutions had a significantly higher level of concern than those working at Secondary and High School levels. In term of the School Management Concern level, it was observed that EFL teachers working at Primary level had higher concern scores than those working at Secondary and High School level.

Teaching Concern Levels of EFL Teachers in terms of Their Age

In order to examine whether the teaching concern levels of the EFL teachers differed by their age, correlation analysis was conducted and the results are given in Table 13.

Table 13. Correlation Analysis Results to Examine whether the teachers' Teaching Concern Levels Differ by Their Age

	1.	2.	3.	4.	5.	6.	7.	8.
1.Age	1	-.343**	-.229**	-.342**	-.281**	-.336**	-.320**	-.300**
2.Task		1	.455**	.779**	.783**	.732**	.527**	.601**
3.Economic/Social			1	.381**	.442**	.557**	.667**	.599**
4.Student/Communication				1	.636**	.610**	.473**	.468**
5.Colleague/Parent					1	.739**	.535**	.651**
6.Personal Development						1	.583**	.589**
7.Adjustment							1	.523**
8.School Management								1
\bar{x}	36.58	23.65	17.39	11.33	7.70	7.99	6.22	6.06
SD	7.33	10.44	7.12	5.20	3.44	4.37	3.55	2.97

** $p<.01$

The results obtained from the correlation analysis indicated that the ages of the EFL teachers were negatively related to their Task centered ($r=-.343; p<.05$), Economic/Social centered ($r=-.229; p<.05$), Student/Communication centered ($r=-.342; p<.05$), Colleague/Parent centered ($r=-.281, p<.05$), Personal Development centered ($r=-.336; p<.05$), Adjustment centered ($r=-.320; p<.05$) and School Management centered ($r=-.300; p<.05$) teaching concerns.

The Relationship between EFL Teachers' Teaching Concern Levels and Their Personality Types

The results of the correlation analysis ($N = 200$) conducted to test the relationships between the teaching concern total points and personality types of EFL teachers are presented in Table 14 and the relationships between the teaching concern sub-dimensions and personality types of EFL teachers are presented in Table 15 below.

Table 14. Correlation Analysis Results for Relationship between Teaching Concern Total Points and Personality Types (N = 200)

Variables	1.	2.	3.	4.	5.	6.
1.Extroversion	1	.167*	.369**	.460**	.191**	-.265**
2.Emotional Stability		1	.168*	.285**	.285**	-.362**
3.Openness to Experience			1	.294**	.107	-.146*
4.Conscientiousness				1	.197**	-.340**
5.Agreeableness					1	-.250**
6.Teaching Concerns Total						1

The results of the analysis showed that all personality types (Extroversion $r=-.265$, Emotional Stability $r=-.362$, Openness to Experience $r=-.146$, Conscientiousness $r=-.340$, and Agreeableness $r=-.250$) were negatively correlated with the teaching concerns of the participating EFL teachers, which means that when the mentioned personality types were dominant, teaching concern levels experienced by the person were expected to be lower.

Table 15. Correlation Analysis Results for Relationship between Teaching Concern Levels and Personality Types (N = 200)

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1.Task	1	.455**	.779**	.783**	.732**	.527**	.601**	-.348**	-.348**	-.184**	-.385**	-.252**
2.Economic/ Social		1	.381**	.442**	.557**	.667**	.599**	-.027	-.198**	.013	-.117	-.121
3.Student/ Commun.			1	.636**	.610**	.473**	.468**	-.308**	-.370**	-.190**	-.386**	-.282**
4.Colleague/ Parent				1	.739**	.535**	.651**	-.238**	-.350**	-.193**	-.299**	-.211**
5.Personal Development					1	.583**	.589**	-.224**	-.298**	-.118	-.242**	-.223**
6.Adjustment						1	.523**	-.114	-.223**	-.029	-.171*	-.191**
7.School Management							1	-.124	-.223**	-.107	-.243**	-.069
8.Extroversion								1	.167*	.369**	.460**	.191**
9. Emotional Stability									1	.168*	.285**	.285**
10.Opennes to Experience										1	.294**	.107
11.Conscien- tousness											1	.197**
12.Agree- ableness												1
\bar{X}	23.65	17.39	11.33	7.70	7.99	6.22	6.06	11.59	10.04	10.42	12.55	11.34
SD	10.44	7.12	5.20	3.44	4.37	3.55	2.97	2.80	2.81	2.58	2.01	2.29

** $p<.01$, * $p<.05$

The results obtained from the correlation analysis showed that Extraversion was negatively correlated with Task centered ($r=-.348$; $p<.01$), Student/Communication centered ($r=-.308$; $p<.01$), Colleague/Parent centered ($r=-.238$; $p<.01$) and Personal Development centered ($r=-.224$; $p<.01$) concerns, which means that teachers whose Extraversion personality traits are dominant seem to have lower levels of teaching concerns of Task, Student/Communication, Colleague/Parent, and Personal Development.

Emotional Stability was negatively correlated with Task centered ($r=-.348$; $p<.01$), Economic/Social centered ($r=-.198$; $p<.01$), Student/Communication centered ($r=-.370$; $p<.01$), Colleague/Parent centered ($r=-.350$; $p<.01$), Personal Development centered ($r=-$

.298; $p < .01$), Adjustment centered ($r = -.223$; $p < .01$) and School Management centered ($r = -.223$; $p < .01$) concerns, which means that these teaching concern types are expected to be lower with teachers who has dominant Emotional Stability.

Openness to Experience was negatively correlated with Task centered ($r = -.184$; $p < .01$), Student/Communication centered ($r = -.190$; $p < .01$) and Colleague/Parent centered ($r = -.193$; $p < .01$) concerns; which means that teachers with dominant Openness to Experience personality type seem to have lower Task, Student/Communication, and Colleague/Parent centered concern levels.

Conscientiousness was negatively correlated with Task centered ($r = -.385$; $p < .01$), Student/Communication centered ($r = -.386$; $p < .01$), Colleague/Parent centered ($r = -.299$; $p < .01$), Personal Development centered ($r = -.242$; $p < .01$), Adjustment centered ($r = -.171$; $p < .05$) and School Management centered ($r = -.243$; $p < .01$) concerns, which means that these concern types are expected to be lower with teachers whose Conscientiousness personality type is dominant.

Finally, Agreeableness was negatively correlated with Task centered ($r = -.252$; $p < .01$), Student/Communication centered ($r = -.282$; $p < .01$), Colleague/Parent centered ($r = -.211$; $p < .01$), Personal Development centered ($r = -.223$; $p < .01$) and Adjustment centered ($r = -.191$; $p < .05$) concerns, which means that teachers with dominant Agreeableness personality type appear to have lower level of Task, Student/Communication, Colleague/Parent, Personal Development and Adjustment centered concerns.

Findings from Qualitative Data

Semi-structured interviewing technique was used in the study, and the data were analyzed through content analysis technique by coding the participating EFL teachers' concerns under specific themes. The following themes regarding their teaching concerns were identified:

1. students
2. parental involvement
3. professional development and competence
4. instructional insufficiencies
5. economic and social contexts
6. management

Interviews conducted in Turkish have shown that EFL teachers were particularly concerned about students in two areas: the students' lack of discipline and the lack of interest in the lesson. Therefore, this situation caused teachers to have concerns about how they can attract students' attention.

The concerns of the teachers about parents focus on the participation of parents in the educational process. Especially, the teachers working at primary, secondary and high school levels emphasized that families were not interested in their children at all, which led to a failure in the connection between school and family. On the other hand, some teachers, especially at high school level, stated that in some cases some parents had a tendency to exaggerate their participation and reflect some unrealistic expectations, which caused

pressure on both the teacher and the student, drawing teachers into an excessive effort to prove themselves to the parents.

As for the raised concerns related to the professional development, the teachers stated that they did not find sufficient support and opportunity from the institutions and upper institutions related to their professional development, the necessary care was not given to the in-service trainings of teachers, the necessary professional development opportunities were not provided especially on the basis of their branch. It was among the raised concerns that teachers could not develop themselves in terms of their profession sufficiently because of some economic inadequacies or the unneeded/heavy workload. Moreover, some of the participating teachers, especially the teachers working at primary level, expressed that they were concerned about improving themselves to keep up with the changing systems, students and the changing world every year. Another concern related to their professional competences was about their efforts to put English into practice for their students, increase their productivity by using different techniques and methods, and raise their students' success.

Concerns about Instructional Insufficiencies reflect the concerns of the participating teachers about the deficiencies in the instructional environment and the effects of the current system on teachers. Teachers stated that they lacked the materials and resources that will help increase the quality of education in their schools and classes. A lack of technological equipment in classrooms and a lack of books and resource books were observed to constitute the most intense concern for the teachers. In addition, the limited number of course hours caused teachers to worry about not having enough time to complete all important issues in the curriculum and not having enough time for trying different teaching techniques.

When the data were examined, it would not be wrong to state that teachers saw the salary they received insufficient. Some of the teachers stated that the importance and the difficulty of the work, and the efficiency of their efforts were not reflected in the salary they received efficiently. In fact, they stressed that the work they did actually deserved more, and that due to this economic insufficiency, respect and admiration for teaching profession in the society decreased in years. In addition, all of the teachers who argued that their salary was insufficient stated that they were able to provide money only for their basic needs; consequently, they could not put aside some money for their needs of social-cultural activities. We can say that this situation prevented them from spending enough for their personal, social and professional development and they could not participate in social-cultural activities with the help of which they could relax psychologically.

The most important concern about school management was seen as the possibility of being treated unfairly and unequally. Some teachers had a concern about the fact that the administrators had a biased attitude or had a potential for a biased attitude towards the teachers with whom they were intimate or share similar political opinions or worldviews. Another concern expressed about the management was that school administrators were seen by the participating teachers as ones not behaving according to the procedures of the school administration. In other words, the administrators acted as mechanism of control and cronyism rather than solution-oriented authority.

Discussion and Conclusion

When the concern levels of EFL teachers were examined in terms of gender, it was observed that the teachers' concern levels did not differ in any sub-dimension according to gender. In the literature, there were contradictory results regarding the effect of gender, as some studies found it to be a significant variable, while some others did not. For instance, similar to the present study, teaching concerns did not differ significantly according to gender in the study by Ünalı and Alaz (2008), whereas Yaylı and Hasırcı (2009) found that gender had a significant difference on teaching concerns, as female students in their study had higher level of teaching concerns than male students.

When we look at the relationship of EFL teachers' teaching concerns with their professional experience, it was observed that the levels of Economic/Social centered, School Management centered, Task centered, Student/Communication centered, Personal Development centered and Adjustment centered concerns decreased significantly as their professional experience increased. Similarly, Ghaith and Shaaban (1999) found out in their study that experience decreased teachers' teaching concerns. Besides, in their study, Reeves - Kazelskis and King (1994) revealed that as the participating student-teachers' experience increased, their teaching concern levels decreased.

The results of the analyses conducted to test the relationship between the teaching concern levels and personality types of EFL teachers, the results revealed that there was a significant negative relationship between personality types and all types of the concern levels. Extroversion, Neuroticism and Conscientiousness personality types came to the fore. Especially, it is noteworthy that Neuroticism / Emotional Stability personality type had a statistically significant relationship with all types of teaching concerns. Çelik (2017), with a focus on the relationship between teaching concern level and personal characteristics of Turkish language teacher candidates found that except for psychoticism, personal traits had a significant relationship with concern level. Extraversion and lying personality traits were found to be correlated with the teaching concerns positively, while emotional stability trait appeared to be negatively correlated with the concern levels. These findings seem to be in accordance with the ones obtained in the present study. Another similarity between the present study and Çelik's study was that in both studies, a significant relationship between personality types and teaching concerns was revealed.

The themes reflecting the participating EFL teachers' concerns largely coincided with the sub-dimensions of the Teaching Concern Scale, as the concern types such as Student centered, Economic/Social centered, Parent centered, Personal Development centered and School Management centered concerns were common in both quantitative and qualitative analysis results. Yet, there were some differences as well. For example, Adjustment centered concerns and Colleague centered concerns were not mentioned by the teachers who were interviewed. However, the theme 'concerns about instructional insufficiencies' was not related to any of the sub-dimensions in the Teaching Concern Scale.

One of the most striking similarities between the results of Teaching Concern Scale and the findings from the interviews may be related to Economic/Social centered concern, as Economic/Social centered concerns were the highest concern type in the scale and 80%

of the interviewed EFL teachers mentioned that they had concerns about their economic and social contexts. However, while they showed relatively low level of Personal Development centered concerns in the Teaching Concern Scale, 95% of the interviewed EFL teachers mentioned that they had concerns about their own professional development and competence. The reason behind this difference may have resulted from the fact that in the scale, the EFL teachers could not refer to the reasons why they felt concerned about their professional development and competence.

While the results of quantitative analysis showed a low level of teaching concerns, the results of the qualitative analysis reflected a relatively higher level of concerns. Further studies planned with these two different research methods should be implemented to get further results and to find the reason(s) behind this difference. Also, this study was limited in terms of the fact that the volunteering participants were all employed in the city center of Denizli. Therefore, in future studies, teachers working in different cities in different parts of Turkey should be included. Moreover, the results of this study revealed a significant relationship between personality types and teaching concerns experienced by EFL teachers. These results showed that, it would be useful to examine these dimensions in depth by making separate studies for each of the personality traits. In addition, teachers should be given the opportunity to participate in in-service trainings, seminars and social activities with a higher financial support so that the desired personality traits can be regulated and teachers can decrease their concerns. It would be essential to consider the issues related to teaching concerns while developing teacher training programs.

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