THE EXAMINATION OF THE PROFESSIONAL ANXIETY LEVELS OF TEACHER CANDIDATES

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Abstract

The aim of this research is to reveal out the professional anxieties of teacher candidates. Determining the reasons of the professional anxiety, the effects of the anxiety and suggestions to reduce the anxiety level are the sub-problems of the study. In the study, qualitative research method is used. 22 teacher candidates are the participants, determined via maximum variety sampling and criterion sampling. At the end it is found that, teacher candidates are anxious mostly about economic conditions and communication with school principals, parents, students and colleague. As for reducing the anxiety levels of teacher candidates and cause them start work well-equipped, decisions should be considered in detail and appointment of these prospective teachers should be done equitable.

Keywords: Teacher candidate, Anxiety, Professional anxiety

1. INTRODUCTION

One of the most important aspects of the education system is well-equipped teachers (Atmaca, 2013; Doğan & Çoban, 2009). Teachers should be qualified and sociable, have enough knowledge, skill and understanding of his/her job, and should integrate their technical and conceptual skills with the human skill (Akgün & Özgür, 2014). In this regard, teachers who are both the input and the output of the education system should be educated well as to be successful in their profession. A well-equipped teacher therefore will have the skill to overcome all troubles, their motivation increases and avoid in adverse situations that cause anxiety (Atmaca, 2013). But training also relates to anxiety and professional attitudes are very important as they both affect the training of a teacher candidate (Mergen, Arslan, Erdoğmuş-Mergen & Arslan, 2014). Being aware of the anxiety levels of teacher candidates, what makes them anxious and conducting researches relating to these issues are very important for educating qualified teachers as well as the quality of the education system (Akgün & Özgür, 2014). Teacher candidates' anxiety levels affect their views about their professions and their life negatively. When teacher candidates start working, it's better they have removed all of their anxieties in order to educate future generation (Taşğın, 2006). Therefore, anxiety is described as a sense of danger including cognitive, affective, behavioral, and psychomotor processes; sadness (Turkish Language Society [TLS], 2017). Anxiety is a feeling of worry and uneasiness against a threatening situation (Işık 1996; as cited in Doğan & Çoban, 2009).

All people before start working can have different kinds and levels of anxiety. Fuller (1969), Fuller and Brown (1975), Meek and Behets divide anxiety into 3 categories: self-centered, task-centered and student-centered anxiety.The reason for self-centered anxiety is the person him/herself. A teacher candidate's own feelings, thoughts, opinions and expectation lie beneath this kind of anxiety. Teacher candidate can have the stress of maintaining his/her profession successfully; she/he worries about adapting the profession and how to establish discipline in class. Duty of teaching can be expressed as the reason for task-centered anxiety. In the task-centered anxiety, worries about the usage of technology, the right teaching methods and class management models, finding the suitable advisor are found. Besides, student-centered anxiety covers the worries about motivating the students, understanding them and communicating effectively. A teacher candidate who has the student-centered anxiety tries to find out how to help students (as cited in Taşğın, 2006). From this point, it is seen that most of the teacher candidates can have self, student and task centered anxieties. But in order to be successful and verify the profession well, a teacher candidate should find ways to reduce these worried situations. There have been lots of factors that can cause anxiety. Briefly, Fuller (1969) mentions these factors such as class management, teacher candidates' professional competency or being evaluated by teachers or students. Besides, having troubles in teaching due to the increase in student numbers, professional insecurity and inadequacy are the other factors (Cabı & Yalçınalp, 2013). Bilali and Tarusha (2015) mentioned planning, problem solving related to learning, evaluation of the students, teacher qualities as the anxiety reasons. Bozdam and Taşğın (2011) also

expressed that lack of expertise and knowledge also causes anxiety. Being on the eve of the graduation, unemployment, job choice, different responsibilities are also some factors that cause anxiety among teacher candidates (Tümerdem, 2007). Cabı and Yalçınalp (2009) also determined that comunication, environment and professional acceptance are the other factors that worry candidates. In our country, it is seen that finding a job after graduation, Public Personel Selection Exam (PPSE), economical troubles, being successful, communicating well with students, post graduate education, policy of the country related to the profession, rapid changes and innovation in the education system, having chance in improving themselves are the factors that cause anxiety among teacher candidates (Akgün & Özgür, 2014; Atmaca, 2013; Bozdam & Taşğın, 2011; Cabı & Yalçınalp, 2013; Capel, 2001; Dursun & Karagün, 2012; Eser-Ünaldı & Alaz, 2008; Ferguson, Frost, & Hall, 2012; Köse, 2006; Mergen et al., 2014; Mishra & Yadav, 2013; Özen, Yıldız, & Yıldız, 2013; Taşğın, 2006; Yalçın, 2014).

Today, anxiety levels of all people increase. One of the most important reason for this is the rapid economic, technological, cultural and politic change all over the world and so adapting the change. So it is important to increase personal, professional and academic skills, technology usage skills and general culture levels. Teacher candidates should participate in the personal and professional development programs, know the professional ethic codes, should follow the agenda and programs that improve them. Especially, it is so natural for teacher candidates to have anxiety against the rapid changes and ambiguity but they must prepare themselves well before their profession because too much anxiety can cause depression. In this regard, it is significant to reveal out the anxieties of teacher candidates, the reasons for this anxiety, how this anxiety affects their lives, the precautions that can be taken to reduce anxiety give suggestions to teachers, school principals, policy makers, supervisors and researchers. This study is conducted in Ankara in one of the public universities. For this reason it is not possible to generate the results but they are important for other studies that will be held. Also when literature is examined, it is seen that in determining the anxiety levels of teacher candidates, qualitative research methods are mostly preferred (Akgün & Özgür, 2014; Atmaca, 2013; Bozdam & Taşğın, 2011; Cabı & Yalçınalp, 2013; Capel, 2001; Çubukçu & Dönmez, 2011; Dursun & Karagün, 2012; Eser-Ünaldı & Alaz, 2008; Fergosun, Frost, & Hall 2012; Konokman, Yelken, & Yokuş, 2015; Köse, 2006; Mergen et al., 2014; Mishra & Yadav 2013; Özen, Yıldız, & Yıldız 2013; Tabancalı, Çelik, & Korumaz 2016; Taşğın, 2006; Yalçın, 2014) and the researches conductued via qualitative methods are rather a few, so it is thought that this study will fulfill this space in the field. In the light of this, the answers for the following sub goals are searched,

●What are the professional anxieties of the participants?

●How do the participants evaluate the factors that cause professional anxiety?

●What do participants think about effects of anxiety to their lives?

●Which suggestions do participants offer to reduce and remove anxiety?

2. METHOD

2.1. Research Design

The study is conducted via qualitative method. Case study is the research design as it aims at describing the professional anxiety levels of teacher candidates before starting the job.

2.2. Participants

In this study, maximum variation sampling and criterion sampling are used. Study is conducted with 22 university students that were willing to participate in the study during 2016-2017 semesters. To be in the fourth class and have very little time to graduate were the criterion for this study. The aim of maximum variation sampling is to create a small sample and represent the variety of individuals (Yıldırım & Şimşek, 2013). The reason for using the maximum variation sampling was that the teacher candidates in the study group were from different departments.Four of the teacher candidates were from English Language Teaching, 2 of them were from German Language Education, 2 of them were from Preschool education, 3 of them were from Primary School Teaching, 2 of them were from Turkish Language Teaching, 1 of them from Computer and Teaching Technology, 4 of them from Guidance and Counseling, 2 of them from Primary School Mathematics, 2 of them from Science Teaching departments. Gender

difference is s a measure of all participants (Kapucu & Sezgin, 2015); so in this regard in the study there were 12 female and 10 male participants. 17 teacher candidates uttered that there are teachers in their family; 18 of them expressed that they chose this profession by themselves and 4 of them said that they were in this department by chance. The age average of participants is 22.

2.3. Data Collection Tool

Semi structured interview form which was formed by the researcher is used in the study. Before the preparation of the form, related literature was searched. After that, questions to reveal out the professional anxiety levels of the teachers were formed. For expertise view, the form was sent to two experts from the field; according to the feedback, the questions were redesigned, some of them removed, some of new questions added and final form was prepared. It was also emphasized that the questions in the interview form should be clear enough to prevent misunderstandings by the participants, and should be prepared in an open-ended manner so as to present their opinions as they are, without allowing questions to be directed to teacher candidates (Yıldırım & Şimşek, 2013). As a result, the semi-structured interview form was arranged to consist of 10 questions. The questions were designed to reveal out the concerns of prospective teachers in the professional sense; for example; some of the questions in the interview form were as follows; "When you start teaching, which problems can you have in class? In which subjects do you have worries?" or "What might be the issues that worry you about the internal and external environment of your institution when you start your mission?"

2.4. Data Collection and Analysis

In order to gather data, by using the semi-structured form, interviews were conducted with teacher candidates. The time and date of the interviews were planned with the teacher candidates. The interviews were held face to face and they lasted between 55 and 70 minutes. In order to prevent possible data loss in the interviews, with the participant approval, recorder was used as well as note taking. All the voice records transferred, listened and then transformed into words. All the voice records and Word documents were sent to experts to control if all the data were coded rightly. After the expert approval, by taking the literature into account codes were formed, by gathering the codes together, categories were formed, descriptive and content analysis were done. In order to give the striking views of the participants, direct quotations are used (Türnüklü, 2000). In the presentation of the data, the criterion for the selection of the citation was taken into consideration, such as striking (different opinion), explanatory (suitability to the theme), diversity and extreme examples (Ünver, Bümen, & Başbay 2010).

2.5. Validity and Reliability

Validity and reliability are two of the most important measures used to ensure the credibility of research results. In this context, the internal validity of the research was tried to be provided with the consistency of the relevant data of the data collection tool and the findings of the research, expert examination, participant confirmation, direct quotation of findings. External validity was tried to be provided by giving information about which method was used in the research and which pattern was used in accordance with the research method. Internal consistency was provided through the examination of the consistency of the results of the research and external reliability was provided through the detailed description of the data collection period and analysis. Codes and themes prepared for examining whether the generated codes and the generated themes were organized effectively; they were presented to two experts and necessary arrangements was made in line with the suggestions. For the themes and categories determined by both the researcher and the other experts, the issues of "opinion association" and "opinion separation" were discussed and necessary arrangements were made. For the reliability calculation of the research, the reliability formula proposed by Miles and Huberman (1994) as Reliability = Opinion Union / (Consensus Unit + Opinion Separation) x 100 was used. The matching ratio between encoders for the calculated calculation is .87. Reliability calculations over .70 is considered reliable for this study (Miles and Huberman 1994). During the presentation of the findings, the direct quotations are given and the teacher candidates are coded as C1, C2, C 3, etc. C is used for "candidate".

3. FINDINGS

The findings obtained from the interviews on the questions identified in the survey are presented in the following tables. The views of the professional anxieties of teacher candidates participating in the interviews are given in Table 1.

Table 1

Views of the Teacher Candidates on Professional Anxieties

Categories	Codes	f
Class Management	Discipline	16
	Motivation	11
	Technology	8
	Cultural differences	4
Economy	Salary	22
Communication	Family	22
	School management	21
	Student	18
	Colleges	14
	No trouble	3
Nature of the profession	Candidate training	9
	Individual Development	7
	Promotion	5
	Point of view	3
	Atrophy	2
Professional Insecurity	Adaptation	17
	Self-Realization	15
	No value	5

When Table 1 is examined, it is seen that participants mentioned class management, economy, communication, nature of the profession and professional insecurity subjects. In the class management category, discipline ($f = 16$), motivation ($f = 11$), technology ($f = 8$), cultural differences ($f = 4$); in the economy category, salary ($f = 22$); in the communication category, family ($f =22$), school management ($f = 21$), student ($f = 18$), colleagues ($f = 14$, no trouble ($f = 3$); codes, in the nature of the profession candidate training ($f = 9$), individual development ($f = 7$), promotion ($f = 5$), point of view ($n = 3$), and atrophy ($f = 2$); in the professional insecurity category, adaptation ($f = 17$), self-realization ($f = 15$) and no value ($f = 5$) codes are formed. When assessed in this context, it can be said that teacher candidates are mostly have anxieties about being successful in terms of classroom management, being able to make a living via theirr salaries, and having an effective communication with the parents of the students.

Some of the participants' opinions on *classroom management* are given below.

I am afraid of not being able to motivate my students. When I become experienced, I am worrying about not being able to make them quiet and not establishing discipline in class. It is also difficult to maintain a fine line between respect and love. I'm also afraid to see no value. (C1)

I am afraid to meet with students that use power on others, it is very annoying to deal with students that treat badly, I am worried about also not having chance to use technology or face with situations that I do not know in front of the students, lastly I am very anxious about working in a school with no technology or smart boards. (C8)

I am concerned that students are prejudiced by past negative educational experiences. Each idea may not be clear if it comes from a tradition that sees its own beliefs and beliefs as one true. (C10)

I may have problems setting up authority in the classroom. New generation students may have difficulty in motivating the lessons due to the fact that they are active within the classroom and because of the generational difference. (C11)

Obstacles make this profession a pain. (C12)

It can be a challenge to use limited teaching techniques in a school or classroom where technological tools are limited. A situation can arise such as not being able to reach the target in a teaching process if it does not supported by different materials. (C14)
I am a little bit worried about unamenable students; I am afraid not to have technology at school and also I am anxious of being abused by the students due to my patience and understanding. (C20)

Some of the participants' opinions on *economy* are given below.

I am alone for now. I think as I am alone, my salary will be enough for me to survive. But I wonder when I marry and have children how can I survive without economic help of my spouse. (C1)
I am worried about having difficulty about my expenditures. I have some questions in mind about the low salary and its negative effects on me, it can decrease my efficiency. (C2)
I certainly do not think it's possible to get along with a teacher's salary. Therefore, I do not think I can be able to afford all my expenditures and probably will have a lot of financial difficulties. (C4)
It is very difficult to make a living with a teacher's salary nowadays. (C11)
It scares me if the city I'm in is expensive. I am anxious that I cannot sleep on both sides because I love fun. My personal expenses may be too much. (C12)
All I think is that I'm probably going to be a teacher who wants to do activities, so I'm afraid that I will try to give them out of my own pocket, I think it's more important than buying a new shoe. (C17)

Some of the participants' opinions on *communication* are given below.

In every workplace there can be jealousy, gossip, prejudice, non-listening, lying, disrespect, humiliation, mobbing etc. I think these can be experienced among colleagues. (C5)
If I do not adopt the views of my school administrator, they can exclude me. (C9)
If the parent is insufficient in training, it may be impossible to agree. (C12)
Too much apathy or vice versa of the parents can create problems. Ethics and ethical problems of my colleagues can cause problems. I may not feel free in an institution where school administrators are authoritarian and normative. (C13)
Encountering the parent profile that interferes with everything in terms of parents can affect my motivation towards the profession. As a newly appointed teacher, adaptation problems can be experienced with teachers who have been working there for years. (C14)
I have a bit of confusion about self-confidence, but I think I'm a compatible person and I can empathize.That's why I do not think I can have communication problems. (C15)
It will not be a problem unless I am a teacher acting with my responsibilities. (C17)
Some of the participants' opinions on *the nature of the profession* are given below.

My biggest worry is personal growth. I'm afraid of being incomplete and not being able to improve myself enough. It also comes with failures and no career advancement (C14)
Candidate training process is a challenging process. At the same time working with low wages and problems in the field of promotion leads some teachers to exhaustion. (C8)
How will you be promoted in teaching? May be you can become a principal in retirement time. (C19)
Repeating the same subjects every year contradicts the concept of self-realization. Man has a tendency to achieve success, to rise constantly, so it can always make me unhappy to stay attached to the same status and repeat the same topics. (C21)
I am afraid most of the time because of the vocational dullness e due to lecturing in primary school. If I always tell the same subjects, may I become routine? (C22)

Some of the participants' opinions on *professional insecurity* are given below.

One of the things that I worry about is that if I cannot really do this job right what will happen? If I cannot adapt the profession or if this profession is not suitable for me? I do not know that now, I will understand better with my students when I come in class. (C2)
I am worried if the environment in which the school I work for affects my attitude, point of views and outlook on my profession. If I cannot find what I am looking for I will have difficulty. (C4)
I'm afraid of not addressing to my students and the public, I am afraid of being misunderstood for what I have said. (C18)
One of the most important troubles and anxieties is that when I enter class if I cannot answer all the questions of my students or cannot effectively tell the lesson? I can feel myself so depressed. (C20)

The views of the professional anxieties of teacher candidates participating in the interviews are given in Table 2.

Table 2

Views of the Teacher Candidates on the Reasons that Cause Professional Anxiety

Categories	Codes	f
The structure of the family	Unrelated families	7
	Helicopter families	5
	The education level of mother and father	3
	Socio-economic level	2
	Number of siblings	1
	Number of teachers in the family	1
Personal qualities	Focus on negative	12
	Perfectionism	10
	Impatience	5
Politics	Designation	17
	PPSE	16
	Contracted/Regular teaching	15
	Social status of the profession	13
	Teacher vacancy	10
	Pedagogic formation	4
School security	Violence	6
	Security	4

When Table 2 is examined, it is seen that participants evaluated the reasons that cause anxiety as the structure of the family, personal qualities, politics and school security. In the structure of the family category, unrelated families ($f = 7$), helicopter families ($f = 5$), the education level of mother and father ($f = 3$), socio economic leve l($f = 2$), number of the siblings ($f = 1$), number of the teachers in the family ($f = 1$) codes; in the personal qualities category focus on negative ($f = 12$), perfectionism ($f = 10$), impatience ($f = 5$) codes, in the politic category, PPSE ($f = 17$), contracted/regular teaching ($f = 15$), social status of the profession ($f = 13$), teacher vacancy ($f = 10$), pedagogic formation codes; in the school security category, violence ($f = 6$) and security($f = 4$), codes are found. In this regard it is seen that the reason for the professional anxiety is the decisions taken about the teachers and teacher candidates.

Some of the participants' opinions on *the structure of the family* are given below.

Of course the education level of our family is important; I am the child of a poor family and my mother does not work, my father left when he was in high school, but they supported me in taking good education; however, we had limited opportunities, we had lack of money so I was always closed to communication with others and this reflected on my behaviors so now I am afraid to reflect this to my students (C7)
My mother was working and did not have enough time to pay enough attention to me, she always had lots to do, I wanted to ask some questions related to my homework but she

never answered me because she was always tired and had no time, I have grown up with this indifference, now I am afraid to spend not enough time to my own child due to my workload. (C9)

As I grown up with a very protective family, I always tell whatever I do. My mother always told me to become a teacher, that's why I am here. I am a child of loving family so I also want to love all my students like my family does but I can not love each equally. (C11)

There a lot of teachers in my family, my parents were also teachers, I always watched them, play with toys as if I were a teacher, that's why I chose to be a teacher but now I think I won't be able to become a teacher like them. (C16)

I have so many siblings, how can my family support all of us, that' s why I do not feel myself equipped, I have lots of deficiencies. (C18)

Some of the participants' opinions on *personal qualities* are given below.

I have friends who always think badly, but I do not know how they will be teachers how will we succeed if we always think about evil, the thoughts such as "no I cannot be appointed, I cannot deal with bad behaviors of students" makes me feel bad and increases my nerves. (C16)

I think I'm doing all the work well myself so I'm afraid that I will have trouble. I will also raise my students like that, so if they cannot, our reddening relationships will break down. (C20)

I am very impatient and I get bored quickly, how can I stand in class, wait for students to read and solve the questions (C22)

Some of the participants' opinions on *politics* are given below.

A lot of students are attending the pedagogic formation programs in our school, we attend for four years and the formation students come and ttake their certifacite in 14 weeks. (C6)

I do not find it right to be appointed, every teacher should work where he wants. If it were like this, it was desired to serve only in the south and west parts of our country, and the east would remain empty. Thus, qualified teachers can go east and improve conditions. (C12)

I am concerned about the PSSE model of the Turkish education system like everyone else. It is absurd to me to do such an exam without the teachers being subjected to psychological tests. (C13)

Teaching profession is not worth as much in our society. As a matter of fact there are lots of families who tell their daughters to be teachers In addition to this, everybody in the country with the developing technology, assume that they are philosopher, teacher, and psychologist and so on. (C14)

Teaching is the most sacred profession. In my opinion, this profession should be the most respected in a society. Teachers are the ones who train people that will work in other professions. The lack of appointments, low salary, and limited authority make the teacher less honorable in society. When I compare it with the first years of the Republic, it is the most obvious indication that "the teachers will be your next generation will be your work" changed into "be a teacher if nothing happens". (C15)

It is an honor to be appointed, like every teacher candidate. I have a lot of concerns in this regard. Especially PPSE has become a big concern in itself. (C16)

Unforunately, as the social respect equals to money earned, there is no respectability there (C17)

How can I not worry, we are studying at the Faculty of Education, but being a teacher with formation programs is very popular, They are successful in PPSE and they are preemptive and we can not be assigned, this is injustice. (C18)

My worries are so high because the number of teacher assignments is decreasing each year. My branch area is assigned with a very high score. The more I work on the test, the more I am afraid not to be appointed because the number of assignments will be low. (C19)

A respectable and appreciated profession in society, but today the value given to teachers is decreasing day by day. It is seen as a profession full of holidays and relax. Even when getting married, they prefer teachers as it is regarded the most comfortable job (C20)
Although more teachers are needed to be assigned, we still can not be appointed (C21)
I can not sleep due to PPSE, especially our last year is too difficult. (C22)

Some of the participants' opinions on *school securtiy* are given below.

I think I will have a particular problem with security. This can happen both inside and outside the school. (C2)
I also worry that it will not be very safe even if I find a place to live around the school. What if I remain bachelor? (C3)
Every day news has news of violence in school, there are beatings of teachers, students, principals. (C8)
I am wondering how the environment of the school will be when I get assigned, what kind of a place will I be working, the most important thing I am thinking is the communication with parens, will I be safe while travelling to school. (C9)
The violence in the school scares me as a teacher candidate. (C12)

The views of the effects of professional anxieties of teacher candidates participating in the interviews are given in Table 3.

Table 3

Views of the Teacher Candidates on the Effects of Professional Anxieties

Categories	Codes	f
Inertia	Postponing	8
	Hanging around	5
	Laziness	4
	Not enjoying life	3
Economic life	Courses	12
	Working life	6
Social life	Negative	10

When Table 3 is examined, it is seen that teacher candidates' views on the effects of professional anxiety gathered in inertia, economic and social life categories. In the inertia category, postponing ($f = 8$), hanging around ($f = 5$), laziness ($f = 4$) and not enjoying life ($f = 3$); codes are found. In the economic life category, courses ($f = 12$), and working life ($f = 6$) codes are found. In social life category, negative ($f = 10$) code is found. In this regard, among the effects of anxiety, the responsibility to attend the courses and negative social life are seen, and also hanging around is the most repeated behaviour when anxiety increases.

Some of the participants' opinions on *inertia* are given below.

I don't now what to do now, may I study for my lesson, may I think what to do in the future. (C3)
When I think of what to face in the future I do not want to do anything. (C15)
It is not clear whether I will be appointed or not, I did not attend a course so I can not pass the exam and be appointed, so I do not study. (C17)
I am tired, we really do not know how to deal with all those, we do not know if we will be able to become a teacher and work. There are al lot of teachers that could not find a work and start working in a different field because they have to survie, I really get tired when I think of these. (C22)

Some of the participants' opinions on *economic life* are given below

To pass this exam, we have to study hard. I attended to a course but it is not enough, I have to take an exam for masters and foreign language. I have to pass all those because I want have master's degree if I can not be appointed, so I need money, my family can not afford all these. So I have to work now in a part time job. (C19)

The views on decreasing the level of professional anxiety of teacher candidates participating in the interviews are given in Table 4.

Table 4

Views of the Teacher Candidates on Decreasing Professional Anxiety

Categories	Codes	*f*
Individual	Love profession	18
	Self reliance	16
	Self development	13
	Experience	8
Familial	Awareness	9
Politics	MoNE-University colloboration	12
	Practice hours	10
	Participating in the opportunities to personal development	7
	Economic opportunities	4

When Table 4 is examined, it is seen that participants revealed out three different categories which are individual, familial and politics for decreasing the professional anxiety levels. In the individual category, love the profession (*f* = 18), self reliance (*f* = 16), self development (*f* = 13), and experience (*f* =8); are found. In the familial category, awareness *(f* = 9) code and in the politics category, Ministry of National Education (MONE) -University colloboration (*f* = 12), practice hours (*f* = 10), participating in the opportunities to personal development (*f* = 7), economic opportunites (*f* = 4) are found. In this regard, it can be said that among the teacher candidates love the profession and self-reliance, MONE-University colloboration are the most important factors to reduce the professional anxiety.

Some of the participants' opinions on *individual* are given below.

I think that all the worries will be solved with experience and calmness. (C3)
He needs to love his profession. When you love it, I think you can overcome all kinds of troubles when you love doing it. It may also be useful to share with colleagues (C5)
Teacher's self-discipline will remove his worries professionally. (C9)
Most important is self confidence. If man is self-confident, I believe there is nothing that he can not do. At the same time, people should know themselves, do the essence. The conscious person who understands the self is aware of the lack, the conscious person completes the lack. (C14)
With more experience, concerns can be removed. It becomes productive as you develop and gain experience. (C12)
A teacher who is self-confident, aware of his responsibilities and in a sufficient level of empathy in the sense of communication does not have anxiety; according to me, self-confidence comes first, then comes the way. (C16)

Some of the participants' opinions on *familia* are given below.

It is very important for parents to know their children closely and help them, direct them to the right job. It can lead to poor results when their children lead to a job they do not want. Think that I want to be an architect but my family forces me to become a teacher, then how will I love my profession, how can be successful in a field that I do not want to work. (C19)

Some of the participants' opinions on *school politics* are given below.

A prospective teacher can go through an internship with long and hard work or with a lot of trial time. (C1)
The Ministry of National Education needs to improve teachers' conditions, raise salaries. (C2)
Trainings should be given by experts; managers should be given interest and support. (C8)
We stay away from the college, we do not have enough internship hours and we are always worrying about a lesson, it would be better for us to be in the schools as we will observe comfortably. (C10)

4. DISCUSSION AND CONCLUSION

As for the results of this study whose aim is to reveal out the professional anxiety levels of teachers, the teachers uttered that they have anxieties about class management, salary, communication with parents, students, colleague and the troubles related to the nature of the profession and professional insecurity. The teacher candidates said that their individual personality characteristics, politic decisions, school security cause them to reveal out professional anxieties. They revealed out that this professional anxiety affects them to have inertia, continue courses to develop themselves and irregularity. They mentioned that in order to reduce the professional anxiety levels, they said that they have to practice more so they offered to increase the practice hours to have experience, colloboration between the university and the MONE, and also they uttered they have to gain self-confidence and the family's awareness should increase.

Teacher candidates expressed their views on classroom management, economics, communication, the nature of the profession and professional insecurity in the context of their occupational concerns. This finding of the study coincides with Danner's (2014), Taşğın's (2006) and Can-Türkdoğan's (2014) research results. Danner in his study mentined about task related anxieties such as discipline, conducting lessons successfully, preparation for lessons. The finding also coincides with Taşğın's study in that Taşğın also found that teacher candidates have indifference in adapting the job and become successful. In the study, average scores of teacher candidates regarding their occupational concerns are centered on task-related concerns, including lesson planning, instructional material development, and time management. In addition, communication anxiety with colleagues coincides with research findings that Mok (2016) made. Mok also revealed in his research that there are concerns about living with the colleagues in conflict. When assessed from these perspectives, it can be concluded that among the teacher candidates, not having authority in class, beimg not listened by the students, not managing the chaos due to cultural differences and motivate students , not being able to use ttechnology in class are found. Apart from these, when economic conditions are taken into consideration, it is apparent that teacher candidates have suspicions about how to survive, how to pay both the rent of the house and for their social lives or they are worried about meeting their individual needs. Whe communication is regarded, it is seen that teacher candidates can have some problems with the parents, students, school principals, teachers about the reasons such as lack of self expression, understanding, Dunning-Kruger syndrome. At the same time, due to the lack of adaptation to profession individually and academically, dedication to the profession, adoption to the professional ethic codes, promotion, motivation, teacher candidates can have occupational dullness.

Teacher candidates expressed opinions about the reasons for the emergence of professional concerns as family structure, personal characteristics, politics, school security As a matter of fact, when the researcher's findings are taken into consideration, it is seen that this is parallel to Cabi and Yalçınalp (2013) and Şahin's research findings. Anxiety about not succeeding in PSSE that they have to enter after graduation for teacher candidates, seems to be an important concern for teacher candidates in this research. In Şahin's study, 18% of the participants also emphasized that PSSE is unnecessary, weary and very ridiculous, that it breaks down psychology, away from self-knowledge and sociability. The other finding in the study which is the effect of the number of the teachers in the family, challenges with Akgün and Özgür's (2014) study which says it does not affect professional anxiety levels, whereas coincides with Bozdam and Taşğın (2011) and Saracaloğlu, Kumral and Kanmaz's (2009) studies. Also in those studies, it is found that teacher candidates who have teachers in their families have less anxiety than those who do not have. Another finding in the study is the concern that prospective teachers have with regard to the appointment process. This finding of the research overlaps with the findings of Kaya and Büyükkasap (2005) and Atmaca (2013). Due to less appointment in their teaching fields, teacher candidates have suspicions to be appointed and their motivation and beliefs are low about performing their jobs and effects their anxiety levels negatively. The finding that the level of levels of the parents was a factor in the emergence of professional concerns in

the study contradicted with the research findings of Can- Türkdoğan (2014); the education levels of mother and father do not have any effect on professional anxiety levels of teacher candidates. Another important finding of the study is the effect of socio-economic status of the prospective teachers' families on teacher candidates' professional concerns. This finding is consistent with the findings of Ünaldı and Alaz (2008) that whether the socioeconomic level of the family is high or low has an effect on teacher candidates' anxiety levels. Another important finding in the research is the focus of the prospective teachers' on negative. This finding of the research overlaps with the research findings of Doğan and Çoban (2009). Students who were pessimistic about finding work in the study were found to be more anxious about general anxiety and somatic and subjective symptom subscales. In the light of these, the families' concern for their children, the education levels of parents, the socio-economic levels of parents, the number of siblings, the socio economic level of families are found among the reasons that affect professional anxiety levels of teachers .At the same time, the education level, socio-economic statusnof the family, the environment the child ig growing in, affect the person's point of view, their comments on the world, their reactions; by this way, it also affects the people's focus on negative, patience and perfectionism levels. It can also be said that the decisions taken by the policy makers about the appointment, occupation, and professional maintenance of the profession increase the concerns of the prospective teachers. The security problems at schools, the conflicts among the students, the oral and physical mobbing between students, principals, and its reflection to social media increases the teacher candidates' anxiey levels. In this context, it is possible to say that the security problems frequently experienced play a role in the professional concerns of the prospective teachers.

Teacher candidates reported their ideas as inertia, economy and social life in regard of the effect of professional anxieties to their lives. This finding of the research is similar to the research findings that of Şahin (2011). In Şahin's study, 21% of participants decleared that if they are not appointed, they will be frustrated, their psychology will be bad, have troublesome times, feel quilty due to wrong choice, feel unvaluable and useless, unhappy, depressed. This shows a dilemma, helplessness in terms of teacher candidates. In the survey conducted by Tunçsiper, Bicil and Biçen (2012), it is parallel to the findings that university students' pessimistic feelings about finding job after graduation is the most important factor. Tekin-Tayfun and Korkmaz's (2016) study results are also similar to this research's findings. In this study also the majority of the students have reached the conclusion that they are preparing for the exams, investing in human capital by choosing options that extend training activities such as graduation, participation in courses and so on. Also not having opportunity to start work causes anxiety and stress. In the light of these it can be concluded that teacher candidates want to graduate successfully, become well-equipped teachers, so they work hard and feel sometimes lost among the lessons, courses, exams; they say that they postpone the things by regarding their importance and due date, feel unwillingless and tired. In order to meet the expenses of the students who continue to the courses, they have to leave the school, and woek in a part time job which also can cause fatigue and suffering from time to time.

Teacher candidates offered various suggestions in the individual, familial, political and economic contexts at the point of eliminating their professional concerns. In her research Can-Türkdoğan (2014) offered to increase the practice hours for the teacher candidates which is similar to this study's finding. Also this suggestion is similar to that of Durmuşçelebi, Yıldız and Saygın (2017). In the study, it is emphasized that one of the prerequisites of being successful in the profession is to love the profession and respect the profession. In this context, it is possible to say that they want to spend more time with students in practice schools in order to increase self-reliance. At the same time, when teachers witness that they have opportunities to develop themselves, their salary will be enough for them to survive, their anxieties are decreased.

To summarize the results of the research, it is seen that teacher candidates have self related anxieties such as adaptation to work, point of view, self-reliance; task related anxieties such as discipline, usage of technology, atrophy, promotion and student related anxieties such as motivation, integration of cultural differences, communication. Based on the results of the study, some suggestions can be offered as the following: schools and universities should collaborate to cause teacher candidates have more experience and protect themselves from the reality shock when they start working, also they have to help teacher candidate to learn more about school and practice hours should be increased. As another suggestion, universities should vary and increase the number of opportunites for their students to have different knowledge and skills in order to be well-equipped individually, professionally and academically before they graduate. Teacher candidate should increase their capability to use technology, so during the lectures,

technology should be used via presentations, homework and projects. It may also be advisable to design similar successive studies on research topics in quantitative or mixed research methods.

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