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## PROFESSIONAL ANXIETY OF PRE-SERVICE TEACHERS: HOW DO THEY COPE WITH THEIR ANXIETY?

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### Abstract

Professional anxiety of pre-service teachers can be classified into three: Self-centered concerns, task-centered concerns and student-centered concerns. The present study investigated the anxiety levels of pre-service teachers studying in the Department of Foreign Language Teaching, Department of Primary Education and Department of Fine Arts Education in Anadolu University. Moreover, the study attempted to find out what pre-service teachers do and suggest in order to overcome their debilitating anxiety if they have any. The results showed that Mathematics Teaching Programs experienced self-centered anxiety more than the pre-service teachers studying in the other Programs. For the task-centered concerns, there is a statistically significant difference between anxiety levels of pre-service teachers studying in English Language Teaching Program-German Language Teaching Program and Social Studies Education-German Language Teaching Program. Pre-service teachers studying in Social Studies Education, Mathematics Teaching Program and Primary School Education Program experienced student-centered anxiety more than the other Programs. The second part of the study investigated solutions pre-service teachers offered in order to overcome their task-centered anxiety and what they think to do to cope with the problem which causes anxiety, the results are given in the conclusion.

**Keywords:** Teacher Education, Pre-service Teacher Concern (anxiety), Task-centered Teacher Concern.

### 1. INTRODUCTION

All of the opportunities that are offered in the field of education are only beneficial and effective by having qualified teachers and by training qualified teacher candidates (Ensari, 2000). The teacher's personality, professional qualifications and attitude towards students is of great importance. According to Erden (1999: 43) the professional qualifications of a teacher depend on general culture, the subject area knowledge, methodology knowledge and teaching skills. In this case, if teacher candidates are educated as having a positive attitude towards the profession, they have positive attitudes towards their students, they are innovative and creative, and they can easily transfer their knowledge to their teaching environment when they become teachers (Çeliköz & Çetin, 2004: 160).

Teachers' attitudes and behaviors affect students' attitudes and behaviors. One of the factors that may affect the educational environment is the anxiety the teacher experiences (Kurtuldu & Ayaydın, 2010: 1). Anxiety is defined as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system (Horwitz, Horwitz & Cope, 1986: 125). According to Bozdam and Taşğın (2011) anxiety is defined as emotions that exist and emerge with the threatening conditions.

Anxiety is an important variable that can influence the learning process (Phillips, 1984). According to Gardner (2008) stress levels among practicing teachers are high. Cabi&Yalçınalp (2013) state that inexperienced teachers had higher anxiety levels than experienced teachers. Danner (2014) concluded that irrespective of gender and year in program, anxiety is a reality student teachers face. Pre-service teachers have anxiety about how to teach and how to cope with the problems they will encounter when they are appointed as teachers. Research shows that many pre-service teachers find learning to teach a personally and emotionally challenging and intellectually and cognitively demanding experience (Chaplain, 2008; Fives, Hamman, & Olivarez, 2007; Kaldi, 2009; Paker, 2011). Typical challenges include issues related to observation and assessment of students (Timostuk & Ugaste, 2012); high workloads (Perry & Savage-Davis, 2005).

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According to Fuller (1969) professional anxiety of pre-service teachers can be classified into three: Self-centered concerns, task-centered concerns and student-centered concerns (Taşğın, 2006: 679-680). Borich (1996) developed a scale in order to determine professional concerns and this scale was adapted by Saban, Korkmaz and Akbaşlı (2004). In the present study, in order to learn about the professional anxiety levels of the pre-service teachers in Education Faculty, "Pre-service Teacher Concerns Scale", adapted by Saban, Korkmaz and Akbaşlı (2004), was used.

According to "Pre-service Teacher Concerns Scale" the anxiety levels of pre-service teachers are grouped into three: Self-centered, task-centered and student-centered. The focus of self-centered concerns is the individual himself. The pre-service teacher is anxious about whether or not he can perform the teaching profession efficiently and he asks these questions:

1. Is teaching suitable for me?
2. How can I teach every day?
3. What will the school principal and other teachers think about me when there is noise in my class?

The focus of the task-centered concerns is teaching profession. The pre-service teacher having task-centered concerns is worried about being a good teacher, and therefore, investigates new teaching methods, the materials and tools that he can make use of in his profession. This pre-service teacher asks the following questions:

1. How is teaching different in different classrooms?
2. How can I learn about new teaching materials, techniques, ideas about my profession?
3. Who can help me in my career as a teacher?

The focus of the student-centered concerns is the students. The pre-service teacher having student-centered concerns is worried about how to best meet the intellectual, emotional, physical and the social needs of his students. Such a pre-service teacher will ask the following questions:

1. How can I help each student to make learning easier and quicker?
2. How can help each student so that life-long learning becomes important for him?
3. How can I help those students who need special education or who have extra potential so that they can learn efficiently?

As it is suggested so far, anxiety is emerging as a negative concept. However, a moderate anxiety level is motivating and when it is managed well, it helps to work more and take necessary precautions in advance (Doğan&Çoban, 2009: 160).

According to Scovel (1978) anxiety can also be identified by two different types (Kurtuldu & Ayaydın, 2010: 111). Debilitating anxiety makes learning process difficult and prevents student achievement. Facilitating anxiety helps learners to achieve more than their actual learning capacities.

In this case, it can be said that the positive concerns of students motivate and enable them to follow the innovations in the field and the negative concerns block the success of students and lead them to pessimism.

In Anadolu University, Education faculty pre-service teachers state they experience anxiety as well. The main purpose of this study is to investigate the anxiety levels of pre-service teachers who are studying in the Department of Foreign Language Teaching (Program in English Language Teaching, German Language Teaching and French Language Teaching), Department of Primary Education (Program in Pre-school Education, Primary School Education, Mathematics Teaching and Social Studies Education), and Department of Fine Arts Education (Program in Arts and Crafts Education). Moreover, the study intends to find out what pre-service teachers do in order to overcome their debilitating anxiety if they have any.

For this purpose the following research questions were asked:

1. Do the concerns of pre-service teachers vary according to different programs?
  - a. Does the self-centered score of pre-service teachers differ according to programs they study?
  - b. Does the task-centered score of pre-service teachers differ according to programs they study?
  - c. Does the student-centered score of pre-service teachers differ according to programs they study?
2. Which department in Education Faculty experience professional anxiety most?
3. What kind of solutions do the pre-service teachers offer to overcome their task-centered concerns?

The analysis of the pre-service teacher anxiety will help the teachers in Education Faculty to focus on their problems and help pre-service teachers overcome their anxiety.

## 2. METHODOLOGY

### Participants

The participants of the study were 432 pre-service teachers who were studying in the Department of Foreign Language Teaching (Program in English Language Teaching, German Language Teaching and French Language Teaching), Department of Primary Education (Program in Pre-school Education, Primary School Education, Mathematics Teaching and Social Studies Education), and Department of Fine Arts Education (Program in Arts and Crafts Education) in the spring semester in 2014-2015 academic year. The distribution of pre-service teachers in the study according to the departments they study are given in Table 1.

Table 1: The distribution of pre-service teachers according to the Programs

Program	<i>f</i>	%
Arts and Crafts Education	49	11.3
French Language Teaching	25	5.8
German Language Teaching	50	11.6
English Language Teaching	85	19.7
Primary School Education	25	5.8
Social Studies Education	70	16.2
Mathematics Teaching	57	13.2
Pre-school Education,	71	16.4
<b>Toplam</b>	<b>432</b>	<b>100</b>

### Instruments

The data were collected through “Pre-service Teacher Concerns Scale” adapted by Saban, Korkmaz and Akbaş (2004) from Borich (1996). The pre-service teachers were asked to answer 45 questions prepared in the 5-point Likert type. In order to measure the level of anxiety, pre-service teachers were asked to state how much anxiety they feel; (1=I don’t feel anxiety, 2= I feel very little anxiety, 3=I partly feel anxiety, 4= I quite feel anxiety, 5=I feel too much anxiety). The Pre-service Teacher Concerns Scale consists of three sections which are self-centered concerns, task-centered concerns, and student-centered concerns. The higher are the scores a teacher candidate receives from any level of professional concern, the more he/she bears that type of concern (Saban et al. 2004). Teachers’ anxiety scale was first developed by Fuller and colleagues (Fuller and Parson, 1974), and was later used by other researchers (Rogan, Borich and Taylor, 1992) by performing the validity and reliability studies. In order to determine the reliability of the Pre-service Teacher Concerns Scale, Cronbach Alpha internal consistency coefficient was calculated. Thus, Cronbach Alpha internal coefficient was found as .76 for the first section (for self-centered concerns), as .73 for the second section (for task-centered concerns), and as .76 for the third section (for student-centered concerns) (Saban, Korkmaz and Akbaşlı, 2004).

In the Pre-service Teacher Concerns Scale, the students were asked to state their opinions about how to overcome task-centered concerns. The researchers focused on task-centered concerns because it was not possible to focus on all concern types at one time due to time constraints and task-centered concerns focused more on issues related to methodology, teaching materials, techniques, and ideas about the profession.

## 3. RESULTS

In order to answer the first research question “Does the self-centered score of pre-service teachers differ according to programs they study?” ANOVA analysis was applied. A significant rise in the outcome of the Levene test ( $F(7,424) = 1.154, p > .05$ ) between the groups shows that the variance is homogeneous. The results of ANOVA analysis are presented in Table 2.

Table 2: ANOVA results of self-centered concerns according to Programs

	KT	Sd	KO	F	p
Between groups	1882.93	7	268.99	2.00	.05
Within groups	56996.61	424	134.43	1	4
<b>Total</b>	<b>58879.54</b>	<b>431</b>			

Table 2 shows that there is no statistically significant difference in the self-centered concern scores among Programs. ( $F(7,424) = 2.001; p > .05$ ). Analysis of the distribution of self-centered concern scores according to Programs are given in Table 3.

Table 3: Distribution of self-centered concern scores according to Programs

Programs	n	$\bar{x}$	Ss
Arts and Crafts Education	49	32.17	10.39
French Language Teaching	25	32.04	11.19
German Language Teaching	50	29.89	13.64
English Language Teaching	85	33.19	11.55
Primary School Education	25	35.14	12.71
Social Studies Education	70	34.72	12.37
Mathematics Teaching	57	33.44	10.72
Pre-school Education,	71	28.86	10.43
<b>Total</b>	<b>432</b>	<b>32.31</b>	<b>11.69</b>

Table 3 shows that pre-service teachers studying in Social Studies Education Program have the highest score ( $S_{\text{minf}} = 35.14$ ) and pre-service teachers studying in Pre-school Education Program have the lowest score. These scores indicate that pre-service teachers in Social Studies Education Program are more concerned than pre-service teachers in other programs that take part in the study. The least concerned pre-service teachers are those who study in Pre-school Education Program.

To answer the research question “Does the task-centered score of pre-service teachers differ according to programs they study?” ANOVA analysis was run. The results of ANOVA analysis are given in Table 4.

Table 4: ANOVA results of task-centered concerns according to Programs

	KT	Sd	KO	F	p	Significant difference
Between groups	2234.55	7	319.22	2.719	009	English-German
Within groups	49770.43	424	117.38			Social St-German
<b>Toplam</b>	<b>52004.98</b>	<b>431</b>				

Table 4 shows that there is a statistically significant difference in the results of task-centered concerns according to Programs ( $F_{(7,424)} = 2.719$ ;  $p < .05$ ). In order to find out which groups caused the difference Tukey HSD test was used. According to the results of Tukey test, there is a difference between the task-based concerns scores of pre-service teachers in English Language Teaching Program and German Language Teaching Program ( $\Delta\bar{x}_{\text{English-German}} = 6.15$ ;  $p < .05$ ) and pre-service teachers in Social Science Education Program and German Language Teaching Program ( $\Delta\bar{x}_{\text{Socialscience-German}} = 6.81$ ;  $p < .05$ ).

Third research question in the first part asked whether the student-centered score of pre-service teachers differs according to programs they study. In order to answer this research question, ANOVA analysis was run and the results are given in Table 5.

Table 5: ANOVA results of student-centered concerns according to Programs

	KT	Sd	KO	F	p
Between groups	2209.89	7	315.70	1.826	.081
Within groups	73311.38	424	172.90		
<b>Total</b>	<b>75521.27</b>	<b>431</b>			

Table 5 shows that there is no statistically significant difference in the student-centered concern scores among Programs ( $F_{(7,424)} = 1.826$ ;  $p > .05$ ). Analysis of the distribution of student-centered concern scores according to Programs are given in Table 6.

Table 6: Distribution of student-centered concern scores according to Programs

Programs	n	$\bar{x}$	Ss
Arts and Crafts Education	49	31.71	10.52
French Language Teaching	25	35.21	14.92
German Language Teaching	50	29.96	13.90
English Language Teaching	85	35.44	13.47
Primary School Education	25	35.66	14.78
Social Studies Education	70	36.44	13.16
Mathematics Teaching	57	36.54	11.41
Pre-school Education,	71	32.81	13.87
<b>Total</b>	<b>432</b>	<b>34.26</b>	<b>13.24</b>

Table 6 illustrates that Mathematics Teaching Program has the highest concern scores ( $\bar{x}_{\text{Maths}} = 36.54$ ), and German language teaching program has the lowest concern scores ( $\bar{x}_{\text{German}} = 29.96$ ). These results show that pre-service teachers studying in Mathematics Teaching Program are the most anxious about student-centered

matters and pre-service teachers studying in German Language Teaching Program are the least anxious about student-centered matters.

The results show that pre-service teachers studying in different programs in Education Faculty have professional anxiety. Pre-service teachers studying in Primary School Education Program are anxious about self-centered matters, pre-service teachers studying in Mathematics Teaching Program are anxious about student-centered matters. About task-centered matters, pre-service teachers studying in English Language Teaching Program are much more anxious than the pre-service teachers studying in German Language Teaching Program and pre-service teachers studying in Social Science Education Program are much more anxious than the pre-service teachers studying in German Language Teaching Program.

In the second part of the study, pre-service teachers were asked about what they would do to overcome their anxiety about task-centered matters. The answers of pre-service teachers were analyzed by grouping the same or similar solutions they offered. Table 7 shows solutions that pre-service teachers offered to the first item among task-centered concerns.

Table 7: Solutions pre-service teachers offered to overcome the anxiety stated in Item 1

ITEM 1 "Inability to get help from the school management about office and student affairs (e.g. photocopying)"	English (N)	German (N)	French (N)	Primary School (N)	Social Studies (N)	Pre-school (N)	Mathematics (N)	Arts (N)
1. I would pay all the expenses myself.	10	2	7	4	9	--	8	6
2. I would write a complaint letter to National Education Directorate.	9	4	1	--	3	--	2	5
3. I would get my documents copied in another stationary.	--	3	5	1	2	1	3	--
4. I would try to convince the management by establishing more effective communication with them.	2	5	9	--	1	2	4	3
5. I would collect money from the students and have classroom bank.	1	2	--	--	--	--	1	--
6. I would ask support from the parents.	--	1	--	1	4	--	2	--
7. I would consult my colleagues.	1	1	2	1	4	--	3	--
8. I would find sponsors.	--	--	1	--	1	--	1	--
9. I would use activities that need less copies.	--	1	--	--	--	--	1	1
<b>TOTAL</b>	<b>23</b>	<b>19</b>	<b>25</b>	<b>7</b>	<b>24</b>	<b>3</b>	<b>25</b>	<b>15</b>

Table 7 shows that most of the pre-service teachers studying in English Language Teaching, Social Studies Education, Mathematics Teaching and Arts and Crafts Education Programs stated that they would pay all the expenses themselves. Pre-service teachers in French Language Teaching Program offered to solve the anxiety by establishing effective communication with the management. From 432 pre-service teachers only 141 offered a solution to overcome their anxiety. This result shows that pre-service teachers do not know how to cope with their anxiety about getting things done by school management.

For the second task-based concern "being unable to cope with heavy work load and responsibility about teaching" pre-service teachers offered the following solutions which are given in Table 8.

Table 8: Solutions pre-service teachers offered to overcome the anxiety stated in Item 3

ITEM 3 "being unable to cope with heavy work load and responsibility of teaching"	English (N)	German (N)	French (N)	Primary School (N)	Social Studies (N)	Pre-school (N)	Mathematics (N)	Arts (N)
1. I would improve myself by working hard.	2	1	1	4	--	2	--	4
2. I would plan my work.	13	9	7	3	8	7	10	11
3. I would consult to my experienced colleagues.	7	1	--	2	2	6	3	3
4. I would use my own leisure time.	--	1	2	--	4	1	4	--

5. I would make use of information I learned while studying at university.	1	--	--	--	--	--	1	--
6. I would tell the school administration that I cannot be efficient with too much responsibility.	--	1	3	--	--	1	1	--
7. I may overcome it by taking responsibility continuously.	--	1	1	--	--	--	5	2
<b>TOTAL</b>	<b>23</b>	<b>14</b>	<b>14</b>	<b>9</b>	<b>14</b>	<b>16</b>	<b>24</b>	<b>20</b>

Third item in the Pre-service Teacher Concern Scale is “being unable to cope with heavy work load and responsibility of teaching”. Most of the pre-service teachers studying in English Language Teaching, Mathematics Teaching, German Language Teaching, Social Studies Education, French Language Teaching and Pre-school Education Programs offered that they could overcome this anxiety by working in a planned way. Pre-service teachers studying in Mathematics Teaching Program stated that they may overcome it by taking responsibility and thus gaining experience. Some of the pre-service teachers in English Language Teaching Program stated that they would ask for help from their experienced colleagues.

Table 9 shows solutions pre-service teachers offered to item 6; “not having enough time to relax and to get prepared for teaching”.

Table 9: Solutions pre-service teachers offered to overcome the anxiety stated in Item 6

<b>ITEM 6</b> <b>“not having enough time to relax and to get prepared for teaching”</b>	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would participate in extracurricular activities out of school.	--	1	--	--	--	--	--	--
2. I would plan my work.	19	9	8	8	6	11	20	13
3. I would use the time effectively.	3	3	2	--	1	--	1	--
4. I would consult to my experienced colleagues.	--	--	4	--	--	--	1	--
5. I would use from my leisure time.	2	3	--	--	--	2	2	2
<b>TOTAL</b>	<b>24</b>	<b>16</b>	<b>14</b>	<b>8</b>	<b>7</b>	<b>13</b>	<b>24</b>	<b>15</b>

Most of the pre-service teachers stated that by planning their work they could overcome their anxiety about not having enough time to relax and to get prepared for teaching. It is clear that from 432 pre-service teachers only 121 offered a solution to “not having enough time to relax and to get prepared for teaching”. The other pre-service teachers noted they do not know how to cope with this anxiety.

Table 10 shows solutions offered to the statement “not getting enough help from the colleagues or experts in the school”.

Table 10: Solutions pre-service teachers offered to overcome the anxiety stated in Item 7

<b>ITEM 7</b> <b>“not getting enough help from the colleagues or experts in the school”</b>	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would get help from the other sources like internet, book...	7	3	5	--	3	2	3	5
2. I would ask for help from colleagues who work in other schools.	10	3	3	3	--	3	7	--
3. I would try to have effective communication with those teachers.	2	5	5	2	2	2	4	6
4. I would ask for help from my friends who graduated from the same program.	--	1	--	--	--	1	1	--
5. I would talk to school administration.	4	--	--	--	--	--	1	--
6. I would inform National Education Directorate.	3	--	--	--	--	--	--	--
7. Firstly I would be helpful to get help from colleagues.	--	--	--	--	--	--	1	3

8. I would consult to experts.	--	--	1	--	2	--	--	1
<b>TOTAL</b>	<b>26</b>	<b>12</b>	<b>14</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>17</b>	<b>15</b>

The results show that most of the pre-service teachers in English Language Teaching and Mathematics Teaching Programs offered to overcome this anxiety by asking for help from the other colleagues who work in different schools. Some pre-service teachers in English Language Teaching and French Language Teaching Programs suggested to get help from sources like internet or books.

Item 10 in the Pre-service Teacher Concerns Scale asked students what they would do to overcome the anxiety about “being unable to find enough time to assess my students objectively”. The results are given in Table 11.

Table 11: Solutions pre-service teachers offered to overcome the anxiety stated in Item 10

ITEM 10 “being unable to find enough time to evaluate my students objectively”	English (N)	German (N)	French (N)	Primary School (N)	Social Studies (N)	Pre-school (N)	Mathematics (N)	Arts (N)
1. I would prepare a table to take notes about student behaviors and learning.	5	2	--	--	1	1	--	2
2. I would observe students in the classroom.	1	1	2	--	--	--	3	--
3. I would make use of surveys prepared for student assessment.	--	3	1	--	--	--	--	--
4. I would prepare a timetable and use time effectively.	--	2	--	--	--	1	--	1
5. I would spend time with my students outside the classroom to assess them more effectively.	3	1	1	2	--	2	8	7
6. I would assess students by organizing different activities.	--	--	2	2	--	--	--	--
7. I would spend more time with students making use of my own time.	1	4	2	--	1	1	3	1
8. I would use effective assessment and evaluation techniques.	3	--	--	--	--	--	5	--
9. I would get help from the families.	1	--	--	--	--	--	--	--
10. I would ask the views of other teachers.	1	--	1	--	--	--	1	--
11. I would improve myself in assessment and evaluation techniques.	1	--	--	--	--	--	5	--
12. I would join the school clubs to better communicate with students.	--	--	1	--	--	--	--	--
<b>TOTAL</b>	<b>16</b>	<b>13</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>25</b>	<b>11</b>

For the anxiety “being unable to find enough time to assess my students objectively”, some pre-service teachers in English Language Teaching Program offered to prepare a table to take notes about student behaviors and learning. Some pre-service teachers studying in Mathematics Teaching and Arts and Crafts Education Programs offered to meet students outside the classroom and observe them to assess them objectively. The results show that only 86 pre-service teachers out of 432 could offer solutions to overcome their anxiety about being unable to find enough time to evaluate students objectively. This result indicates that the pre-service teachers do not know how to cope with their anxiety.

Table 12 shows solutions pre-service teachers offered to item 11; “being unable to cope with the inflexibility of the curriculum”.

Table 12: Solutions pre-service teachers offered to overcome the anxiety stated in Item 11

ITEM 11 “being unable to cope with the inflexibility of the curriculum”	English (N)	German (N)	French (N)	Primary School (N)	Social Studies (N)	Pre-school (N)	Mathematics (N)	Arts (N)
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1. I would not change the program but use extra-curricular resources.	17	2	6	1	1	1	8	3
2. I use the strategies my colleagues use to cope with it.	--	1	--	--	--	--	--	--
3. I would talk to the administrators and try to convince them and I would let them know problems it would create.	3	2	2	--	--	--	1	1
4. I would definitely use my own curriculum and program.	--	1	1	--	--	--	1	--
5. I would ask for help from the experts.	--	--	--	--	--	1	--	--
6. I would make the existing program more enjoyable with small changes.	--	--	2	1	2	1	5	--
7. I would not change the curriculum and use it as it is.	1	2	2	--	--	1	1	--
<b>TOTAL</b>	<b>21</b>	<b>10</b>	<b>13</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>16</b>	<b>4</b>

The results show that most of the pre-service teachers in English Language Teaching, Mathematics Teaching and French Language Teaching Programs offered to overcome this anxiety by stating that they would not change the curriculum but use extra materials to make their lessons more meaningful.

For the task-based concern “being unable to meet a number of standards expected from teachers” pre-service teachers offered the following solutions which are given in Table 13.

Table 13: Solutions pre-service teachers offered to overcome the anxiety stated in Item 12

<b>ITEM 12</b> “being unable to meet a number of standards expected from teachers”	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would participate in various activities to improve myself in this regard (in-service training, etc.).	9	9	6	2	1	4	14	6
2. I would adopt an innovative style.	--	1	--	--	--	--	--	--
3. I believe that I may overcome it as I gain experience.	1	1	1	--	--	--	4	--
4. I would take my teachers as model.	1	2	--	--	--	--	--	--
5. I would work in a planned manner to meet the standards.	--	1	1	--	--	--	2	1
6. I would ask for help from my colleagues.	--	1	--	--	--	--	--	1
<b>TOTAL</b>	<b>11</b>	<b>14</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>20</b>	<b>8</b>

For the anxiety “being unable to meet a number of standards expected from teachers” most of the pre-service teachers in Mathematics Teaching Program, German Language Teaching Program, French Language Teaching Program and Arts and Crafts Education program, some pre-service teachers in English Language Teaching program offered to overcome their anxiety by participating in various activities to improve themselves like joining in-service training.

Table 14 shows solutions pre-service teachers offered to item 16; “being unable to change the curriculum”.

Table 14: Solutions pre-service teachers offered to overcome the anxiety stated in Item 16.

<b>ITEM 16</b> “being unable to change the curriculum”	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would teach according to curriculum.	--	2	1	--	--	--	--	--
2. I would try to convince the management.	--	2	1	--	--	--	--	--
3. I believe that I may overcome as I gained experience.	1	--	1	--	--	3	2	1



4. I would use my own program besides the main curriculum.	4	5	1	3	2	1	3	1
5. I would talk to the administrators and try to convince them about how effective my program is.	--	--	--	--	--	--	2	--
6. I would ask the opinions of my colleagues.	1	2	1	--	--	--	1	--
7. I would make the existing program more enjoyable with small changes.	10	1	5	--	--	1	9	4
8. If I need to use other activities in accordance with student needs, I would use them.	11	4	6	--	1	--	3	--
9. I would talk to the administrators and agree with them on a curriculum.	--	--	--	--	--	--	--	1
<b>TOTAL</b>	<b>27</b>	<b>16</b>	<b>16</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>20</b>	<b>7</b>

The results show that most of the pre-service teachers in English Language Teaching and Mathematics Teaching Program offered to overcome this anxiety by stating that they would make the existing program more enjoyable with small changes. Many pre-service teachers in English Language Teaching Program stated that they would easily use their own curriculum if they need to use other activities in accordance with student needs.

Table 15 shows solutions pre-service teachers offered to item 21; “being unable to deal with each student if the class is too crowded”.

Table 15: Solutions pre-service teachers offered to overcome the anxiety stated in Item 21.

<b>ITEM 21</b> <b>“being unable to deal with each student if the class is too crowded”</b>	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would be the authority in the classroom.	2	5	2	--	1	--	4	4
2. I would inform the management to solve the problem.	--	3	--	--	--	1	1	--
3. I would decide how to teach in crowded classes before I go into the classroom.	--	1	--	1	--	3	--	--
4. I would ensure that each student participates in the classroom.	--	1	2	--	--	--	--	3
5. I would have good relations with the students to make them love me.	5	1	--	--	--	2	2	--
6. I would cope with it with the knowledge I gained about classroom management in the school.	2	1	--	1	--	--	--	--
7. I would make a good seating arrangement in the class.	1	1	--	--	--	1	--	--
8. I would use interesting activities at the beginning of the class to make students interested.	7	1	6	3	1	--	11	7
9. I would have a lesson plan and have all the materials ready.	--	--	--	--	--	1	--	--
10. I would arrange group work in the classroom.	1	1	2	1	--	--	5	1
11. I would use my voice effectively.	1	--	--	--	--	--	1	--
12. I would ask help from my colleagues and teachers at the university.	1	--	--	--	--	--	1	--
13. I would improve in terms of classroom management.	3	--	--	--	--	--	5	--
14. I would ask for expert help (counseling services, etc.).	1	--	--	--	--	--	--	1
15. I would request the division of classes from the school management.	--	2	1	--	--	--	--	--
16. I would use punishment and reward.	4	--	--	--	--	--	1	--

<b>TOTAL</b>	<b>28</b>	<b>17</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>31</b>	<b>16</b>
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The biggest number of solutions were given to the anxiety about crowded classes. Prospective teacher suggestions center on making interesting activities at the beginning of the class to make students interested. Most prospective teachers studying in Mathematics Teaching Program, English Language Teaching Program, Arts and Crafts Education Program, and French Language Teaching Program state they would use interesting activities to overcome the anxiety about crowded classes.

Table 16 shows solutions pre-service teachers offered to item 25; “not getting financial support from the school management for the activities to be used in the classroom”.

Table 16: Solutions pre-service teachers offered to overcome the anxiety stated in Item 25

<b>ITEM 25</b> <b>“not getting financial support from the school management for the activities to be used in the classroom”</b>	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would consult to authorities like National Education Directorate, school board, etc.	9	6	3	--	7	--	7	2
2. I would organize different activities like Bazaars to get money.	1	1	2	1	3	1	--	--
3. I would pay the expenses myself.	6	6	6	2	3	--	11	4
4. I would ask my students to bring recycled materials.	--	1	--	--	--	--	--	--
5. I would ask students to give money for classroom expenses.	--	1	--	--	2	--	--	--
6. I would find sponsors.	8	2	--	--	--	--	6	6
7. I would ask for help from the Parent-Teacher Union.	--	1	1	--	--	--	3	--
8. I would ask for help from parents.	3	--	4	2	2	1	6	1
9. I would use cheap materials.	2	--	3	--	1	--	6	2
10. I would ask for help from colleagues.	1	1	1	--	--	--	--	--
<b>TOTAL</b>	<b>30</b>	<b>19</b>	<b>20</b>	<b>5</b>	<b>18</b>	<b>2</b>	<b>39</b>	<b>15</b>

The results show that most of the pre-service teachers in Mathematics Teaching, English Language Teaching, French Language Teaching and German Language Teaching Programs offered to overcome this anxiety by stating that they would pay the expenses for the activities themselves. Some prospective teachers in English Language Teaching Program, Mathematics Teaching Program and Arts and Crafts Education Program suggested that they would find sponsors for their expenses.

For the task-based concern “inability to find the time required to prepare lesson plans effectively and efficiently” pre-service teachers offered the following solutions which are given in Table 17.

Table 17: Solutions pre-service teachers offered to overcome the anxiety stated in Item 27

<b>ITEM 27</b> <b>“inability to find the time required to prepare lesson plans effectively and efficiently”</b>	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would try different time management strategies.	2	1	--	--	--	--	--	--
2. I would plan my work and life.	11	3	3	--	1	5	10	4
3. I would ask my colleagues.	--	1	1	--	--	3	2	1
4. I would make use of effective plans prepared by others.	--	3	2	--	--	--	3	--
5. I would improve myself by joining seminars, reading books, etc.	1	1	1	--	--	--	2	--
6. I would make use of my leisure time.	5	--	5	--	--	4	7	3
<b>TOTAL</b>	<b>19</b>	<b>9</b>	<b>12</b>	<b>--</b>	<b>1</b>	<b>12</b>	<b>24</b>	<b>8</b>

For the anxiety “inability to find the time required to prepare lesson plans effectively and efficiently” most of the pre-service teachers in English Language Teaching Program, Mathematics Teaching Program and Pre-school Education Program offered to overcome their anxiety by planning their work and life. Some pre-service teachers in Mathematics Teaching Program, English Language Teaching Program and French Language Teaching Program stated that they would make use of their leisure time to prepare effective lesson plans.

Table 18 shows solutions pre-service teachers offered to item 31; “being unable to cope with problematic students in the classroom”.

Table 18: Solutions pre-service teachers offered to overcome the anxiety stated in Item 31

ITEM 31 “being unable to cope with problematic students in the classroom”	English (N)	German (N)	French (N)	Primary School (N)	Social Studies (N)	Pre-school (N)	Mathematics (N)	Arts (N)
1. I would try to have effective communication with trouble students.	4	2	3	1	1	--	2	3
2. I would try to understand their problem outside the classroom.	1	2	--	1	--	--	4	--
3. I would talk to them privately and try to learn what makes them cause trouble.	4	3	7	2	1	5	9	3
4. I would get professional help from the experts.	9	3	4	--	--	4	4	4
5. I would try to be an understanding teacher.	--	2	--	--	--	--	--	--
6. I would talk to the parents of the student.	6	1	5	2	--	2	3	2
7. I would use rewards not punishment.	2	2	1	--	--	1	2	--
8. I would make interesting classes so that they like my class.	1	1	--	--	--	--	3	3
9. I would ask help from the school administration.	3	1	1	--	--	--	--	--
10. I would give my students responsibility.	1	--	1	1	--	--	6	--
11. I would try to solve the problem with tolerance, respect and love.	--	--	--	--	--	2	--	--
12. I would be a good model for the students.	--	--	1	1	--	--	--	--
13. I would ask for help from experienced colleagues.	1	--	--	--	--	--	--	--
14. I would use information I learned in classroom management class in the university.	1	1	1	--	--	--	1	--
<b>TOTAL</b>	<b>33</b>	<b>18</b>	<b>24</b>	<b>7</b>	<b>2</b>	<b>14</b>	<b>34</b>	<b>15</b>

The results show that most of the pre-service teachers in Mathematics Teaching Program, English Language Teaching Program and Pre-school Education Program stated that they would talk to their problematic students privately and try to learn what makes them cause trouble. Some pre-service teachers studying in English Language Teaching Program and French Language Teaching Program offered to overcome their anxiety by talking to the parents. Some pre-service teachers in English Language Teaching Program stated that they would get professional help from experts.

For the task-based concern “not having knowledge, skills and understanding to work with students who cause discipline problems in the classroom” pre-service teachers offered the following solutions which are given in Table 19.

Table 19: Solutions pre-service teachers offered to overcome the anxiety stated in Item 33

<b>ITEM 33</b> <b>“not having knowledge, skills and understanding to work with students who cause discipline problems in the classroom”</b>	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would try to understand the students by developing empathy.	5	2	2	--	1	2	8	--
2. I would improve myself in accordance with the requirements and wishes of the students.	4	1	3	2	--	3	6	6
3. I would ask for help from counseling service.	5	4	3	--	--	1	2	2
4. I would ask for help from parents.	1	1	--	--	--	1	--	--
5. I would overcome this as I gained experience in time.	2	1	1	--	--	--	5	1
6. I will meet with the Parent-Teacher Union.	--	1	--	--	--	--	--	--
7. I would try to be an interested and understanding teacher.	2	2	1	1	--	1	--	--
8. I would use the information I have acquired during my university education.	1	--	--	--	1	--	--	--
9. I would use punishment.	1	--	--	--	--	--	1	--
<b>TOTAL</b>	<b>21</b>	<b>12</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>22</b>	<b>9</b>

For the anxiety “not having knowledge, skills and understanding to work with students who cause discipline problems in the classroom” most of the pre-service teachers in Mathematics Teaching Program stated that they would overcome this anxiety by trying to understand the students with empathy. Some pre-service teachers in Mathematics Teaching Program and Arts and Crafts Education Program offered to overcome anxiety by improving themselves in accordance with the requirements and wishes of the students.

Table 20 shows solutions pre-service teachers offered to item 40; “being unable to cope with the administrative obstacles if I face any about teaching methods I use and my teaching philosophy”.

Table 20: Solutions pre-service teachers offered to overcome the anxiety stated in Item 40

<b>ITEM 40</b> <b>“being unable to cope with the administrative obstacles if I face any about teaching methods I use and my teaching philosophy”</b>	<b>English (N)</b>	<b>German (N)</b>	<b>French (N)</b>	<b>Primary School (N)</b>	<b>Social Studies (N)</b>	<b>Pre-school (N)</b>	<b>Mathematics (N)</b>	<b>Arts (N)</b>
1. I would act in accordance with my own truths.	2	3	3	--	1	--	2	--
2. I would try to prove the benefits of my teaching methods.	18	8	10	--	1	2	15	4
3. I would obey the rules of administration.	1	1	--	--	--	--	--	1
4. I would complain to the authorities.	2	1	--	1	--	1	1	1
5. I would talk to parents and ask for help.	1	--	2	--	--	--	--	--
6. I would try to revise my teaching methods and change them.	3	--	--	--	--	--	1	--
7. I would get ideas from my experienced colleagues.	1	--	--	--	--	--	--	--
8. I would ask for help from Parent-Teacher Union.	--	--	--	--	--	--	1	--
<b>TOTAL</b>	<b>28</b>	<b>13</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>20</b>	<b>6</b>

The results show that most of the pre-service teachers in Mathematics Teaching Program, English Language Teaching Program and French Language Teaching Program and German Language Teaching Program stated that they would try to prove the benefits of their teaching methods.

Table 21 shows solutions pre-service teachers offered to item 42; “Inability to deal with many students every day”.

Table 21: Solutions pre-service teachers offered to overcome the anxiety stated in Item 42

ITEM 42 “Inability to deal with many students every day”	English (N)	German (N)	French (N)	Primary School (N)	Social Studies (N)	Pre-school (N)	Mathematics (N)	Arts (N)
1. A teacher must already cope with a large number of students due to the teaching profession.	1	3	3	--	--	--	7	1
2. I would ask the school administration to divide the class into two groups.	--	2	--	--	--	1	--	1
3. I would get used to it as I gained experience.	--	1	1	--	--	1	--	--
4. I would choose an appropriate classroom management strategy.	--	1	--	--	--	--	--	--
5. I would set rules and ask students to obey these rules.	--	1	--	--	--	--	2	--
6. I would use interesting activities.	2	1	--	--	--	1	4	--
7. I would be an authoritative teacher.	3	--	--	--	--	1	--	--
8. I would try to have good relations with my students.	4	1	3	--	1	--	7	4
9. I would ask for help from the counseling service.	2	--	--	--	--	--	--	--
10. I would prepare suitable lesson plan for the crowded classes.	--	--	--	--	--	--	2	1
<b>TOTAL</b>	<b>12</b>	<b>10</b>	<b>7</b>	<b>--</b>	<b>1</b>	<b>4</b>	<b>22</b>	<b>7</b>

The results show that most of the pre-service teachers in Mathematics Teaching Program try to overcome their anxiety by having good relations with the students. Some of the pre-service teachers in Mathematics Teaching Program stated that it must not be a reason for anxiety because teaching profession requires to deal with many students. However, from 432 pre-service teachers only 63 offered a solution, the others stated they do not know how to cope with this anxiety.

#### DISCUSSION AND CONCLUSION

In the first part of the study, the researchers asked whether the pre-service teachers studying in Anadolu University, Education Faculty experience professional anxiety. In order to investigate which anxiety type related to their profession pre-service teachers studying in different programs experience, they were given “Pre-service Teacher Concerns Scale”. The answers to the scale were analyzed using ANOVA. The results illustrated that pre-service teacher experience professional anxiety. Pre-service teachers studying in Primary School Education, Social Studies Education and

Mathematics Teaching Programs experienced self-centered anxiety more than the pre-service teachers studying in the other Programs. This may be due to their scientific area or the department because these three programs having the highest anxiety scores are in Department of Primary Education. Moreover, pre-service teachers studying in English Language Teaching Program also have similar self-centered anxiety levels with the pre-service teachers studying in Mathematics Teaching Program. The reasons why pre-service teachers in Department of Primary Education and English Language Teaching Program have higher self-centered anxiety levels must be investigated in further studies.

For the task-centered concerns, there is a statistically significant difference between anxiety levels of pre-service teachers studying in English Language Teaching Program and German Language Teaching Program. Moreover, there is a statistically significant difference between anxiety levels of pre-service teachers studying in English Language Teaching Program and German Language Teaching Program. The reason pre-service teachers in German Language Teaching Program have lower anxiety levels than English Language Teaching Program and Social Studies Education Program may be due to lower appointment numbers. Pre-service teachers in German Language Teaching Department may have less task-based anxiety thinking that they will not be appointed. The reasons why pre-service teachers in German Language Teaching Program have lower task-centered anxiety levels must be investigated in further studies.

For the student-centered concerns, pre-service teachers studying in Social Studies Education, Mathematics Teaching Program and Primary School Education Program experienced anxiety more than the other Programs. The results indicate that pre-service teachers who study in Department of Primary Education have the highest anxiety levels. Moreover, pre-service teachers studying in English Language Teaching Program also have similar student-centered anxiety levels with the pre-service teachers studying in Primary School Education Program. The reasons why pre-service teachers in Department of Primary Education and English Language Teaching Program have higher student-centered anxiety levels must be investigated in further studies.

In fact, Pre-service teachers who study in Education Faculty are well aware of their responsibilities with the training they have in Education Faculty. They are trained to have information and knowledge of methodology in their scientific area as well as matters related to their duties in the schools as teachers. However, before they are appointed as teachers, they have anxiety about whether they will be effective and good teachers.

The second part of the study investigated what solutions pre-service teachers offer in order to overcome their task-centered anxiety and what they think to do to cope with the problem which causes anxiety. The results showed that although they take classes for effective classroom management and how to teach, they still have concerns regarding their tasks as teachers. To cope with their anxiety, pre-service teachers suggest some ways like, asking for help from the colleagues or their friends, consulting to experts, having good relations with students and school management. Their suggestions to cope with the anxiety show that although they are educated to be good teachers, most of the pre-service teachers do not know how to use theoretical information they gained in the classes. Therefore, it can be concluded that pre-service teachers should be given more opportunities to practice and use their knowledge in real life situations.

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