

# A research on professional anxiety levels of 3<sup>rd</sup> and 4<sup>th</sup> grade students of faculty of sport sciences of Selçuk University

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## Abstract

The aim of this research is to determine the level of professional anxiety of the teacher candidates who are studying in the departments of the Faculty of Sports Sciences, is the prediction of starting teaching profession and continuing their profession; is to examine the anxieties of the profession in terms of various variables. The universe of research; Selçuk University, and the sample is constituted by 88 female, 163 male, total 251 students who are studying at Sports Sciences Faculty 3<sup>rd</sup> and 4<sup>th</sup> grade of Selçuk University in 2017-2018 education period. In the research, the eight sub-dimensions which are the professional anxiety sub-dimensions; task-centered anxiety, economic / social centered anxiety, student / communication centered anxiety, colleague and parent centered anxiety, personal development centered anxiety, assignment centered anxiety, integration centered anxiety, school management centered anxiety are evaluated according to socio-demographic characteristics applying the Vocational Anxiety Inventory and demographic information form containing the questions determined by the researchers as the data collection tool. (6). It has been checked that if the data show normal distribution by Kurtosis – Skewness coefficient interval, it was found that the data were distributed normally since the subject interval did not exceed the values of +2.0 and -2.0. (12). Independent group t test was used for binary cluster comparisons since the data showed normal distribution. For this study, the Cronbach Alpha coefficient was calculated as 0.88. Significance level in the study was taken as 0.05. At the result of the research, no statistically significant difference was observed in all the sub-dimensions of the students who participated in the research, according to the educational level of the parents, age and gender. As a result of examining according to the class level variable; While no statistically significant difference was observed between the Economic / Social Centered Anxiety, Student Communication Centered Anxiety, Personal Development Centered Anxiety, Integration Centered Anxiety and School Management Centered Anxiety sub-dimensions, It was determined that the anxieties of students with 4<sup>th</sup> grade education level were higher than those of 3<sup>rd</sup> grade students in colleague and parent-centered anxiety and assignment-centered anxiety dimensions.

**Key Words:** Professional Anxiety, Teacher Candidate, University Student.

## INTRODUCTION

The process of starting a teaching profession is a challenging process for students who graduate from the sports sciences faculties or the physical education sports college as well as for students who will graduate from many faculties in our country. Even though they have the necessary accumulation in the sense of the curriculum, it is necessary to get enough points for the number of quotas to be assigned for teacher assignments.

For this, teacher education needs to be developed and improved in a multifaceted way. In this context, As it is necessary to have appropriate and effective teaching materials and activity fiction (scenario) to be applied in the classroom

environment in relation to teacher education, it may be one of the suggestions for solution of the teachers by acquiring new knowledge and skills (3).

University years are terms in which students have the highest anxiety as well as they are important years in their lives (5). These anxieties are more evident in graduation, post-graduation work and unemployment. The choice of profession, the plans about the role to be taken in society, friendships, fear of not being able to work and responsibilities towards the family can be listed as some of the worrisome factors in the individual (7).

The teacher candidates who will graduate from the Faculty of Sports Sciences of Universities or the Department of Physical Education and Sports

College take courses of the information presented formation on how to behave students and how to communicate as well as the courses which are theoretical or practically appropriate for branch. However, while the teacher candidates who have completed their education and will take a step into their business life are experiencing psychological problems due to the KPSS examination after they graduate, there is no orientation and guidance training for these negative emotional states of teacher candidates.

From this point of view, it is thought that the professional anxieties concerning profession such as being able to start teaching profession and to carry out a profession of the teacher candidates who will be graduated should be questioned. For this reason, it has been tried to determine whether the prospective teachers who will serve as Physical Education and Sports Teachers carry anxiety towards the profession.

### **Profession Anxiety**

Anxiety is a mixed state of excitement with a sense of insecurity, a state of expectation that distresses and annoys the person concerned with the future (15). The profession is defined as a field of work in which people are able to continue their lives after they have been educated for a certain period of time, in order to produce beneficial goods and services to people and to earn money in return, based on systematic knowledge and skills acquired with a certain education (24).

According to Fuller, Bown and Katz, professional anxieties of prospective teachers are concentrated at certain points in certain times. These anxieties can be grouped into three groups: self-centered (17).

In this study, it was aimed to determine how to determine the professional anxiety levels of the teacher candidates studying in the Physical Education and Sport Teaching departments of the universities, how to contribute to the guidance studies in eliminating the anxiety situations concerning profession that may occur during the teaching education, elimination of the professional anxieties of the teacher candidates and contribution to the supportive education programs at increasing professional productivity.

## **MATERIAL & METHOD**

### **Sample Group**

The study group of this research is composed of 251 students in total of 88 female and 163 male students in 3<sup>rd</sup> and 4<sup>th</sup> grade in Selçuk University, Faculty of Sports Sciences in 2017-2018 academic year.

### **Data collection tool**

In the research, the eight sub-dimensions which are the professional anxiety sub-dimensions; task-centered anxiety, economic / social centered anxiety, student / communication centered anxiety, colleague and parent centered anxiety, personal development centered anxiety, assignment centered anxiety, integration centered anxiety, school management centered anxiety are evaluated according to socio-demographic characteristics applying the Vocational Anxiety Inventory and demographic information form containing the questions determined by the researchers as the data collection tool. (6). It has been checked that if the data show normal distribution by Kurtosis – Skewness coefficient interval, it was found that the data were distributed normally since the subject interval did not exceed the values of +2.0 and -2.0.

### **Data Analysis**

SPSS 16.0 statistical package program was used to evaluate the data and to find the calculated values. The data have been summarized by being given average and standard deviations. It has been checked that if the data show normal distribution by Kurtosis – Skewness coefficient interval, it was found that the data were distributed normally since the subject interval did not exceed the values of +2.0 and -2.0 (12). Independent group t test was used for binary cluster comparisons since the data showed normal distribution. For this study, the Cronbach Alpha coefficient was calculated as 0.88. Significance level in the study was taken as 0.05.

## **FINDINGS**

When Table 1 is examined, 64.9 % (n = 163) of the students participating in the survey were male and 35.1% (n = 88) were female students. According to the results of the age groups of participants, it was determined that 76.9 % (n = 193) of the participants were between the ages of 20-23 and

23.1% (n = 58) of the participants were 24 years and over.

To the results of the determination of the students according to class level, it was observed that the majority of the students were in the 3<sup>rd</sup> grade level with a ratio of 51.8 % (n = 130). It was

found that the majority of the participants had good and high income status with a ratio of 61.8 % (n = 155) according to the income status variable.

**Table 1.** Distribution of the Personal Information of the Students Participating In the Survey

Variables		f	%
Gender	Male	163	64.9
	Female	88	35.1
	Total	251	100.0
Age	Between 20-23 Ages	193	76.9
	Age 24 and Over	58	23.1
	Total	251	100.0
Class Level	3 <sup>rd</sup> Grade	130	51.8
	4 <sup>th</sup> Grade	121	48.2
	Total	251	100.0
Mother Education Level	Primary School and Lower	130	51.8
	High School and Higher	121	48.2
	Total	251	100.0
Father Education Level	Primary School and Lower	99	39.4
	High School and Higher	152	60.6
	Total	251	100.0
Income Level	Weak and Lower Level	96	38.2
	Good and Higher Level	155	61.8
	Total	251	100.0

**Table 2.** Score Averages of the Sub-Dimensions of the Professional Anxiety Inventory of the Students Participating In the Research According to the Gender Variable t Test Results

	Gender	N	X	Ss	Sd	t	p
Ekonomic/Social Centered Anxiety	Male	163	2.62	0.86	249	0.819	0.433
	Female	88	2.70	0.75			
Student Communication Centered Anxiety	Male	163	2.46	0.95	249	0.963	0.350
	Female	88	2.59	1.04			
Colleague and Parent-Centered Anxiety	Male	163	2.59	0.91	249	0.358	0.727
	Female	88	2.63	0.84			
Personal Development Centered Anxiety	Male	163	2.61	1.04	249	0.641	0.536
	Female	88	2.69	0.93			
Assignment Centered Anxiety	Male	163	2.40	1.04	249	0.262	0.795
	Female	88	2.43	1.07			
Integration-Centered Anxiety	Male	163	2.63	1.08	249	0.230	0.823
	Female	88	2.66	0.98			
School Management Centered Anxiety	Male	163	2.62	1.02	249	0.179	0.860
	Female	88	2.65	0.99			

**Table 3.** Score Averages of the Sub-Dimensions of the Professional Anxiety Inventory of the Students Participating In the Survey According to the Age Variable t Test Results

	Age	X	Ss	t	p
Ekonomic/ Social Centered Anxiety	20-23 (n = 193)	2.65	0.86	0.133	0.906
	24 –Over (n= 58)	2.64	0.69		
Student Communication Centered Anxiety	20-23 (n = 193)	2.48	1.01	0.865	0.423
	24 –Over (n= 58)	2.60	0.88		
Colleague and Parent-Centered Anxiety	20-23 (n = 193)	2.59	0.88	0.624	0.536
	24 –Over (n= 58)	2.67	0.89		
Personal Development Centered Anxiety	20-23 (n = 193)	2.63	1.00	0.234	0.816
	24 –Over (n= 58)	2.67	0.99		
Assignment Centered Anxiety	20-23 (n = 193)	2.35	1.08	1.982	0.073
	24 –Over (n= 58)	2.63	0.90		
Integration-Centered Anxiety	20-23 (n = 193)	2.59	1.06	1.376	0.195
	24 –Over (n= 58)	2.79	0.95		
School Management Centered Anxiety	20-23 (n = 193)	2.62	1.02	0.371	0.718
	24 –Over (n= 58)	2.67	0.97		

**Table 4.** Score Averages of the Sub-Dimensions of the Professional Anxiety Inventory of the Students Participating In the Survey According to the Class Level Variable t Test Results.

	Class Level	X	Ss	t	p
Ekonomic/Social Centered Anxiety	3 <sup>rd</sup> grade (n= 92)	2.52	1.00	1.89	0.870
	4 <sup>th</sup> grade (n=159)	2.72	0.70		
Student Communication Centered Anxiety	3 <sup>rd</sup> grade (n= 92)	2.36	1.06	1.71	0.101
	4 <sup>th</sup> grade (n=159)	2.59	0.92		
Colleague and Parent-Centered Anxiety	3 <sup>rd</sup> grade (n= 92)	2.42	1.00	2.61	<b>0.015*</b>
	4 <sup>th</sup> grade (n=159)	2.72	0.79		
Personal Development Centered Anxiety	3 <sup>rd</sup> grade (n= 92)	2.60	1.22	0.50	0.645
	4 <sup>th</sup> grade (n=159)	2.66	0.85		
Assignment Centered Anxiety	3 <sup>rd</sup> grade (n= 92)	2.17	1.03	2.81	<b>0.005*</b>
	4 <sup>th</sup> grade (n=159)	2.55	1.03		
Integration-Centered Anxiety	3 <sup>rd</sup> grade (n= 92)	2.48	1.19	1.77	0.097
	4 <sup>th</sup> grade (n=159)	2.73	0.94		
School Management Centered Anxiety	3 <sup>rd</sup> grade (n= 92)	2.48	1.11	1.76	0.095
	4 <sup>th</sup> grade (n=159)	2.72	0.93		

\*p &lt; .05

**Table 5.** Score Averages of the Sub-Dimensions of the Professional Anxiety Inventory of the Students Participating In the Survey According to Mother Education Level Variable t Test Results

	<b>Mother Education</b>	<b>X</b>	<b>Ss</b>	<b>t</b>	<b>p</b>
Ekonomic/ Social Centered Anxiety	Primary School & Lower (n = 130)	2.61	0.86	0.676	0.501
	High School & Higher (n = 121)	2.68	0.78		
Student Communication Centered Anxiety	Primary School & Lower (n = 130)	2.41	1.01	1.572	0.118
	High School & Higher (n = 121)	2.61	0.95		
Colleague and Parent Centered Anxiety	Primary School & Lower (n = 130)	2.55	0.89	0.990	0.324
	High School & Higher (n = 121)	2.66	0.88		
Personal Development Centered Anxiety	Primary School & Lower (n = 130)	2.63	1.07	0.146	0.885
	High School & Higher (n = 121)	2.65	0.92		
Assignment Centered Anxiety	Primary School & Lower (n = 130)	2.39	1.09	0.325	0.746
	High School & Higher (n = 121)	2.43	1.01		
Integration-Centered Anxiety	Primary School & Lower (n = 130)	2.61	1.08	0.511	0.611
	High School & Higher (n = 121)	2.67	1.00		
School Management Centered Anxiety	Primary School & Lower (n = 130)	2.65	1.05	0.289	0.774
	High School & Higher (n = 121)	2.61	0.96		

**Table 6.** Score Averages of the Sub-Dimensions of the Professional Anxiety Inventory of the Students Participating In the Survey According to Father Education Level Variable t Test Results

	<b>Father Education</b>	<b>X</b>	<b>Ss</b>	<b>t</b>	<b>p</b>
Ekonomic/ Social Centered Anxiety	Primary School & Lower (n = 99)	2.67	0.92	0.429	0.681
	High School & Higher (n = 151)	2.63	0.76		
Student Communication Centered Anxiety	Primary School & Lower (n = 99)	2.43	1.06	0.972	0.346
	High School & Higher (n = 151)	2.55	0.93		
Colleague and Parent Centered Anxiety	Primary School & Lower (n = 99)	2.54	0.95	1.016	0.323
	High School & Higher (n = 151)	2.65	0.84		
Personal Development Centered Anxiety	Primary School & Lower (n = 99)	2.71	1.14	0.882	0.402
	High School & Higher (n = 151)	2.60	0.90		
Assignment Centered Anxiety	Primary School & Lower (n = 99)	2.32	1.04	1.127	0.262
	High School & Higher (n = 151)	2.47	1.05		
Integration-Centered Anxiety	Primary School & Lower (n = 99)	2.68	1.18	0.538	0.608
	High School & Higher (n = 151)	2.61	0.94		
School	Primary School & Lower	2.65	1.12	0.301	0.773

Management Centered Anxiety	(n = 99)		
	High School & Higher (n = 151)	2.62	0.92

**Table 7.** Score Averages of the Sub-Dimensions of the Professional Anxiety Inventory of the Students Participating In the Survey According to Income Level Variable t Test Results

	Income	X	Ss	t	p
Ekonomik/ Social Centered Anxiety	Weak & Lower Level (n = 96)	2.74	0.89	1.446	0.163
	Good & Higher Level (n = 155)	2.59	0.78		
Student Communication Centered Anxiety	Weak & Lower Level (n = 96)	2.44	1.01	0.753	0.458
	Good & Higher Level (n = 155)	2.54	0.96		
Colleague and Parent-Centered Anxiety	Weak & Lower Level (n = 96)	2.58	0.95	0.430	0.676
	Good & Higher Level (n = 155)	2.63	0.84		
Personal Development Centered Anxiety	Weak & Lower Level (n = 96)	2.64	1.03	0.005	0.996
	Good & Higher Level (n = 155)	2.64	0.98		
Assignment Centered Anxiety	Weak & Lower Level (n = 96)	2.39	1.03	0.237	0.814
	Good & Higher Level (n = 155)	2.42	1.06		
Integration-Centered Anxiety	Weak & Lower Level (n = 96)	2.70	1.12	0.740	0.474
	Good & Higher Level (n = 155)	2.60	0.99		
School Management Centered Anxiety	Weak & Lower Level (n = 96)	2.68	1.02	0.634	0.530
	Good & Higher Level (n = 155)	2.60	1.00		

When The Table 2 is analysed, at the results of analysing the students who participated in the research according to the gender variable, a statistically significant difference was not observed in all the sub-dimensions. When The Table 3 is analysed, at the results of analysing the students who participated in the research according to the age variable, a statistically significant difference was not observed in all the sub-dimensions

When The Table 4 is analysed, at the results of analysing the students who participated in the research according to the class level variable; While no statistically significant difference was observed between the sub-dimensions of the Economic / Social Centered Anxiety, Student Communication Centered Anxiety, Personal Development Centered Anxiety, Integration Centered Anxiety and School Management Centered Anxiety, in the sub-

dimensions of colleague and parent-centered anxiety [ $t(249) = 2.722$ ;  $p < .015$ ] and Assignment Centered Anxiety [ $t(249) = 2.555$ ;  $p < .005$ ], the anxieties of students with 4<sup>th</sup> grade education level were found to be higher than those of 3<sup>rd</sup> grade students.

When The Table 5 is analysed, at the results of analysing the students who participated in the research according to mother education variable, a statistically significant difference was not observed in all the sub-dimensions.

When The Table 6 is analysed, at the results of analysing the students who participated in the research according to father education variable a statistically significant difference was not observed in all the sub-dimensions.

When the Table 7 is analysed, at the results of analysing the students who participated in the research according to income level variable, a statistically significant difference was not observed in all the sub-dimensions

## DISCUSSION

University years are terms in which students have the highest anxiety as well as they are important years in their lives (5). These anxieties are more evident in graduation, post-graduation work and unemployment. The choice of profession, the plans about the role to be taken in society, friendships, fear of not being able to work and responsibilities towards the family can be listed as some of the worrisome factors in the individual (7). According to (14). The choice of profession is that individual should evaluate the occupations that are open to him or her with the various aspects of the occupation, he or she should decide to direct less to the undesirable direction and more to the desirable direction considering its own needs. According to (13). The individual's needs, feelings, attitudes, values, interests and abilities play an important role in the choice of profession.

When Table 1 is examined, 64,9 % (n = 163) of the students participating in the survey were male and 35,1 % (n = 88) of it were female students. According to the result of the analysis of the age groups of participants, it was found that 76.9 % (n = 193) of the participants were between the ages of 20-23 and 23,1 % (n = 58) of the participants were 24 years and over students. At the result of examination of the students according to class level, while it was observed that the majority of the students were in the 3<sup>rd</sup> grade level with a ratio of 51.8 % (n = 130), it was found that the majority of the participants had good and high income status with a ratio of 61.8 % (n = 155) according to the income status variable.

In the Studies done by (7). It is seen that female students are more anxious than male students when we look at the result of the analysis that shows whether there is a difference between the scores of level of anxiety according to the gender of the students of the Faculty of Education and Science-Literature and Biology.

In the research (4). Did with physical education teacher candidates in 2011, it is concluded that professional anxiety is not affected by gender and place variables where it grows up, also a similar study, the research of (18). on postgraduates, It is seen that there is a statistically significant difference of averages of the scores of the teacher candidates they received from "Teacher Proficiency Scale"

between the groups according to the gender variable. The anxiety levels of the female students in both branches were found to be higher than male students ( $p < .01$ ) (2). In 2008 (10). In the study titled "University Students' Analysis of Examination Anxiety according to Some Personality Characteristics" stated that there was a significant difference between the score averages of the students in terms of test anxiety according to the gender ( $p = 0,000$ ). In our study, at the result of analysing the students according to the gender variable A statistically significant difference was observed in all the sub-dimensions and Table 2 overlaps with all these studies.

When psychiatric samples were taken in researches related to anxiety and gender, it has been found that the level of anxiety in females was higher than in males (11,16,5).

When Table 3 is analysed, at the result of analysing the students who participated in the research according to age variable No statistically significant difference was observed in all the sub-dimensions ( $p > 0,05$ ) (8). In his master thesis study on Turkish Teacher Candidates, When we analyse that whether the personality traits get different according to the age groups and look at the personality scale (total), no significant difference are not seen according to age groups. (9). In their studies on senior students of Physical Education and Sports College state that the total professional anxiety scores of the students did not show significant differences according to age ( $p > 0,05$ ) (19). In the master thesis titled "Comparison of and Social Appearance Anxiety and Academic Self - Sufficiency Levels of Physical Education and Sport Teacher Candidates and Other teacher Candidates" state that the social status, cognitive practices, technical skills and total academic self – efficacy the social status, cognitive practices, technical skills and total academic self –sufficiencies of the students participating in the study statistically get different at significant level( $p < 0,05$ ). When the differences according to age groups are examined; differences in the social status and technical skills sub-dimensions are due to the fact that the self-sufficiencies of participants in the 21-23 age group and the 24-26 age group are higher than the participants in the 17-20 age group. Furthermore, differences in the cognitive practices sub-dimension and the total academic self-efficacy are due to the fact that the self-sufficiencies

of participants in the 21-23 age group are higher than those in the 17-20 age group. Because of these differences, it is seen that we have different results from our study and similar studies.

Table 4 is examined, at the result of analysing the students who participated in the research according to the class level variable; While no statistically significant difference was observed between the Economic / Social Centered Anxiety, Student Communication Centered Anxiety, Personal Development Centered Anxiety, Integration Centered Anxiety and School Management Centered Anxiety subscales, in the sub-dimensions of colleague and parent-centered anxiety [ $t(249) = 2,722$ ;  $P < 0,015$ ] and Assignment Centered Anxiety [ $t(249) = 2,555$ ;  $P < 0,005$ ], the anxieties of students with 4<sup>th</sup> grade education level were found to be higher than those of 3<sup>rd</sup> grade students. As it can be seen in similar studies, there is a significant difference between students' anxiety level scores according to their classes (7).

(23). Yıldırım in his master's thesis on the Professional Self-Sufficiency Perceptions and Professional Anxiety Levels of the Class Teacher Candidates he did in 2011 ( $p < .05$ ) state that there is a significant differentiation in the perceptions of professional self-sufficiency of class teacher candidates according to the level of continuing education (22). Indicate that 4<sup>th</sup> grade pre-service teachers have higher self-efficacy beliefs in their studies.

In addition, (21). In his survey that he did with primary school mathematics teacher candidates reported that 4<sup>th</sup> grade teacher candidates had higher self-sufficiency perceptions towards mathematics than teacher candidates attending 1<sup>st</sup> class. In a similar study, (1). State that there is a significant difference stated that in the self-sufficiency beliefs of class teacher candidates about science teaching according to class level. In the light of these investigations and findings, as the level of the class in which the teacher candidates continue to learn increased, the result of the increase of the professional self-sufficiency perception was reached. The results of these researchers support the findings of the researcher.

When Table 5 is examined, at the result of the analysing the students participating in the survey according to mother education level variable, no

statistically significant difference was observed in all the sub-dimensions.

When Table 6 is examined, at the result of the analysing the students participating in the survey according to father education level variable, no statistically significant difference was observed in all the sub-dimensions.

(20). In his master study on the Factors Affecting the Preferencing of Teacher Candidates on Teacher Profession states that the educational level of the mother and father was positive ( $p < .05$ ) in the candidates in the Master's study on the Factors Affecting the Effectiveness of Teacher Candidates on Teacher Profession. When the studies done are examined, families with higher education level have more democratic attitude and other family examples have more authoritarian attitude. Although, there was a difference between the anxieties and attitudes of students from families who were unrelated and the anxieties and attitudes of students from families who were democratic and authoritarian in favour of irrelevant ones, This difference was not found statistically significant ( $P > .05$ ), Students from families who have authoritarian attitude are more anxious than students from families who have democratic attitude (2).

When Table 7 is examined, at the result of the analysing the students participating in the survey according to income level variable, no statistically significant difference was observed in all the sub-dimensions. (2). State that there was no statistically significant difference between the income levels and anxiety levels of students ( $P > .05$ ). (20). In his master study points out that teacher candidates have no significant effect on the consciousness, assurance, ideal and affecting factors which are effective for the candidates to prefer the teaching profession according to family economic levels. In similar studies, (9,7). point out that the total professional anxiety point of the teacher candidate does not show any significant difference according to the income level.

## CONCLUSION & SUGGESTIONS

With the results obtained in the study, It is thought that the constructive behaviors of the parents towards their children regardless of gender, trusting them, benefiting from written visual sources related to child education, will be useful in the development of individuals with high self-

confidence, healthy and reliable future, reconciled with society and life.

It may be suggested that the personnel who are experts in psychological counseling and guidance in universities should play a more active role in order to increase the development potential of the students and to solve the obstacles which prevent them, the consultants and guides should cooperate with the student's parents in order to determine the socio-cultural characteristics of students, their anxiety levels and their ability to cope with their anxieties.

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