

EXPLORING TEACHING ANXIETY AND ITS SOURCES FROM THE
PERSPECTIVES OF PRE-SERVICE TEACHERS

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ABSTRACT

EXPLORING TEACHING ANXIETY AND ITS SOURCES FROM THE PERSPECTIVES OF PRE-SERVICE TEACHERS

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This study aims to explore teaching anxiety and its sources from the perspectives of pre-service teachers. The suggestions of pre-service teachers about reducing teaching anxiety are also aimed to be taken in this study. The participants of the study consist of 20 pre-service teachers enrolled in a teacher education program at a state university in Central Anatolia/Turkey. The data of the study were obtained through semi-structured interviews conducted individually with each participant. The obtained data were analyzed through content analysis. The findings have shown that pre-service teachers have three types of teaching anxiety, consisting of self-centered, task-centered, and student-centered anxieties. The most outstanding anxieties related to each type include adaptation and security; starting to work and management-related issues; building rapport and handling individual differences. Regarding the sources of teaching anxiety of pre-service teachers, the findings have shown that there are person-related, teacher training-related, and profession-related factors that cause anxiety in

pre-service teachers about teaching. The most commonly shared factors related to each category involve lack of experience and feeling of inadequacy; discrepancy between theory and practice, insufficiency of practice teaching opportunity; low prestige of the profession, and high expectations from teachers. For reducing teaching anxiety, pre-service teachers suggested increasing and improving opportunities for gaining experience in teaching addressing both the teacher training programs and pre-service teachers individually. The findings of the study were discussed in light of the related literature. The study was concluded with the presentation of implications for practice and future research.

Keywords: teaching anxiety, sources of teaching anxiety, teaching experience, pre-service teachers, teacher education

ÖZ

ÖĞRETİM KAYGISININ VE KAYNAKLARININ ÖĞRETMEN ADAYLARININ BAKIŞ AÇISINDAN İNCELENMESİ

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Bu çalışma, öğretmen adaylarının bakış açılarından öğretim kaygısını ve kaynaklarını araştırmayı amaçlamaktadır. Çalışmada ayrıca öğretmen adaylarının öğretim kaygısını azaltmaya yönelik önerilerinin alınması da amaçlanmıştır. Araştırmanın katılımcılarını İç Anadolu/Türkiye bölgesinde bir devlet üniversitesindeki öğretmen eğitimi programlarına kayıtlı 20 öğretmen adayını oluşturmaktadır. Araştırmanın verileri, her bir katılımcı ile bireysel olarak gerçekleştirilen yarı yapılandırılmış görüşmeler yoluyla elde edilmiştir. Elde edilen veriler içerik analizi yoluyla çözümlenmiştir. Bulgular, öğretmen adaylarının ben merkezli, görev merkezli ve öğrenci merkezli olmak üzere üç tür öğretim kaygısına sahip olduklarını göstermektedir. Her tür ile ilgili en göze çarpan kaygılar arasında uyum ve güvenlik; işe başlama ve yönetimle ilgili konular; ilişki kurmak ve bireysel farklılıklarla başa çıkmak yer almaktadır. Öğretim kaygısının kaynakları ile ilgili olarak bulgular, öğretmen adaylarında öğretim

kaygısına neden olan kiři ile ilgili, öğretmen yetiřtirme ile ilgili ve meslekle ilgili faktörlerin olduđunu göstermiřtir. Her kategorideki en yaygın faktörler arasında deneyim eksikliđi ve yetersizlik duygusu; teori ile pratik arasındaki tutarsızlık ve öğretmenlik uygulamaları fırsatının yetersizliđi; mesleđin düşük statüsü ve öğretmenlerden yüksek beklentiler olması yer almaktadır. Öğretmen adayları öğretim kaygısını azaltmak için hem öğretmen yetiřtirme programlarına hem de öğretmen adaylarına bireysel olarak hitap ederek öğretim deneyimi kazanma fırsatlarının artırılmasını ve geliřtirilmesini önermiřlerdir. Arařtırmanın bulguları ilgili alan yazın ışığında tartiřılmıřtır. Çalışma, uygulama ve gelecekteki arařtırmalar için çıkarımların sunumu ile sonlandırılmıřtır.

Anahtar Kelimeler: öğretim kaygısı, öğretim kaygısının kaynađı, öğretim deneyimi, öğretmen adayları, öğretmen eđitimi

*To Mom,
My Most Precious*

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LIST OF ABBREVIATIONS

CoHE	Council of Higher Education
MoNE	Ministry of National Education
PST	Pre-service Teacher
TCAS	Teacher Candidate Anxiety Scale
TCC	Teacher Concern Checklist
TCHAS	Teaching Anxiety Scale
TCM	Teacher Concern Model
TCQ	Teacher Concerns Questionnaire
TCS	Teacher Concerns Statements

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Anxiety is an emotional state that any person can experience. With the beginning of its popularity after the 1950s, anxiety has been regarded as a complicated construct for which different definitions have been made. According to English and English (1958), anxiety is regarded as a feeling of fearsome threat and a fear of anticipated future situations or events. Spielberger (1966) describes anxiety as a product of stress, as well as a mediator of its influence on individuals' behavior. Anxiety is also characterized as a sense of apprehension and worry related with autonomic nervous system arousal (Horwitz, et al., 1986). Taking into consideration its various definitions, it can be stated that anxiety is generally referred to as an emotion that is characterized by feelings of tension, worried thoughts, and certain physical changes.

Anxiety is argued to be related to other constructs such as efficacy beliefs (Leahy, 2007), attitude (Myers, 2005) and motivation (Liu & Huang, 2011). Thus, there may be various factors that cause anxiety in individuals. Also, individuals may experience anxiety related to various reasons at different levels in their lives. Anxiety has been described within various categorizations, one of which refers to the duality of the phenomenon as facilitating and debilitating (Alpert & Haber, 1960). In that sense, it is claimed that although anxiety is generally perceived as a negative emotional state that might possibly have negative effect on individuals' thoughts and behavior, it can even foster making positive advancement in developing certain thoughts and behavior, depending on its magnitude and intensity experienced by individuals (Scovel, 1978). Taking this fact into consideration, it can be possible to turn debilitating anxiety of

individuals into facilitating through increasing their awareness about anxiety and its effect on individuals' thoughts and behavior. Then, it can be possible to eliminate the sources of anxiety once they are discovered. From this point of view, it can be stated that learning about the sources of anxiety may contribute to taking action to eliminate the adverse effect of anxiety on teachers and teacher candidates, as well. This, in turn, may ultimately help increase the effectiveness of education.

Education system involves many components in itself, including teachers, learners, parents, administrators, and policy makers. It is believed that the quality of education offered to learners are closely related to the quality of teachers (Şişman, 2009). In other words, the quality of education is reflected in the achievement of students. Teachers are considered to be the principal agents in educating people in societies with no doubt. Thus, as the importance given to education increases, so do those of teacher quality and teacher education.

In Turkey, teacher candidates are trained in the faculties of education/educational sciences in universities. It is possible to become a teacher through graduating from a teacher education program or acquiring a pedagogical formation certificate from the faculties of education/educational sciences in universities. Pedagogical formation certificate programs are offered by the approved universities to those who have a bachelor's degree in related programs and want to become teachers. On the other hand, teacher education programs are offered in the undergraduate level and aim to equip teacher candidates with professional knowledge, pedagogical content knowledge and general culture (YÖK, 2018). In line with this aim, teacher candidates take a number of courses related to methods of teaching, and discuss the best ways to deliver information and to deal with problems that might emerge during instructional processes. In teacher education programs, teacher candidates also take teaching practicum courses to prepare for teaching profession in real classroom settings. Although teacher candidates are equipped with a set of knowledge through those courses, their experience in real classrooms as part of teaching practicum courses most often does not coincide with what they have always thought and believed to experience. In other words, it can be stated that teacher candidates may feel anxious about teaching in real classroom settings, regardless of the courses they take during

their undergraduate studies in teacher education programs (Paker, 2011, Kara & Yılmaz Güngör, 2015). In this regard, teaching anxiety can be considered to occur when what teacher candidates might encounter in real classrooms does not exactly correspond to what they have learnt in their courses throughout their teacher education, or when they cannot find solutions to the problems they have in their teaching (Merç, 2011). The probability of such a situation is highly likely to cause teacher candidates to have anxiety about teaching, which in turn may have an impact on their performance and effectiveness in the profession when they become teachers.

Being among the pioneers in the area of research on teaching anxiety, Fuller (1969) investigated the concerns of pre-service teachers regarding teaching profession with the aim of improving the curricula of teacher education programs. After revising that initial study, Fuller et al. (1974) have come up with a classification of teaching anxiety into three main areas as self-preservation, task-related issues, and impact on pupil needs and effects of teaching, which are later referred to as self-centered concerns, task-centered concerns, and student-centered concerns, respectively. The focus of self-centered concerns is on the personal issues that individuals have such as adaptation to the teaching profession and competence beliefs. Task-centered concerns concentrate on the teacher role of individuals, containing some concerns regarding being a good teacher, delivering effective instruction and managing the classroom. Lastly, student-centered concerns focus on learners and include concerns regarding how to meet the cognitive, emotional and social needs of learners.

There is a consensus among scholars on the argument that there may be various factors related to the teaching anxiety of teacher candidates. These factors include preparation for class and planning a lesson (Gardner and Leak, 1994; Otanga & Mwangi, 2015); maintaining student discipline and mastery of content (Thompson, 1963), classroom management and learning the demands of the practice (Hart, 1987; Danner, 2014); inability to answer questions of students, implementing effective teaching (Bernstein, 1983; Gardner & Leak, 1994); and relationship with staff (Morton et al., 1997). As for the reasons or sources that cause anxiety in teacher candidates, the main ones that researchers argue frequently include lack of experience in teaching (Borich, 1996;

McVey, 2004; Paker, 2011); lack of knowledge (Obodo, 1990; Agustiana, 2014), and low self-efficacy of teacher candidates (Bruinsma & Jansen, 2010; Aina, et al., 2015).

1.2. Purpose of the Study

The purpose of this study is to explore the teaching anxiety and the sources of this anxiety from the perspectives of pre-service teachers studying at a state university in Turkey. In this study, teaching anxiety will be generally defined as the concerns that pre-service teachers have about conducting teaching in real classroom settings and other aspects of the teaching profession, mainly in terms of the self-centered, task-centered and student-centered areas of the explored phenomenon. Through this exploration, it is also aimed to develop an in-depth and detailed understanding of the teaching anxiety phenomenon and to propose possible solutions in order to eliminate or reduce the probable adverse effect of the phenomenon on teacher candidates.

In line with the aim of the study, the following research questions are formulated:

1. What are the anxieties that pre-service teachers experience related to teaching?
2. What are the sources of anxieties that pre-service teachers experience related to teaching?
3. How can teaching anxiety be reduced from the perspectives of pre-service teachers?

1.3. Significance of the Study

The present study is conducted with the aim of exploring teaching anxiety and the sources of this anxiety from the perspectives of pre-service teachers. In this context, it is intended that the results of the study will make contribution to theory, research and practice by providing an in-depth and detailed understanding of teaching anxiety from the perspectives of pre-service teachers.

Teachers are one of the most important components of education system. It has been widely discussed that teachers' anxiety is reflected to learners and it affects learners' anxiety as well as the learning process (Phillips, 1984; Obodo, 1990). In that sense, investigating pre-service teachers teaching anxiety before their teaching career begins is important in terms of taking necessary actions to intervene and reduce any adverse effect of teaching anxiety on both teacher candidates and their future learners (Bilali & Tarusha, 2015).

Faculties of education in universities offer teaching training programs at undergraduate level. Those programs include courses about general culture, professional and pedagogical content knowledge, as well as teaching practicum. Teacher candidates have a certain level of academic achievement in the courses they take. However, they may still experience teaching anxiety about their tasks as teachers as they get closer to start teaching in their own classes (Taşğın, 2006; Paker, 2011; Danner, 2014; Kara & Yılmaz-Güngör, 2015).

Experience is one of the most widely argued factors to be related to teaching anxiety. There have been various studies that claim the more teaching experience individuals have, the less anxiety they have about teaching (Williams, 1991; Fish & Fraser, 2001; Öztürk, 2016) whereas some other studies disagree with this claim and argues that increased length of experience in teaching may not necessarily result in decreased teaching anxiety (Jedynak, 2011; Kesen & Aydın, 2014). Within the teacher education programs, teaching practicum is the primary opportunity of teacher candidates to practice and have experience in teaching. Since the opportunity of pre-service teachers to have teaching experience during the teacher education process is limited, it is of high importance that the effectiveness of this opportunity, as well as the other components of teacher education programs, is kept at the maximum level for the sake of preparing better teachers for the future.

Furthermore, Fuller (1969) claims that teacher concerns are sequential in nature. A further study reveals that experience has an influence on the development of each stage of concerns (Fuller et al., 1974). Fuller and others (1974) argue that experience in teaching is negatively correlated with the self-preservation concerns. Having reached

similar results, Borich (1996) argues that if effective teacher training is provided for teacher candidates, their transition from the different stages of concern could become more efficient. Thus, it is significant to explore these concerns from pre-service teachers' perspectives and help teacher training become helpful in leading pre-service teachers to efficiently deal with those stages of concern.

Anxiety is classified into two groups as debilitating and facilitating (Alpert & Haber, 1960; Scovel, 1978). While debilitating anxiety is claimed to prevent achievement of learners by hampering the learning process, facilitating anxiety is believed to contribute to learners' achievement by helping them reach beyond their actual learning capacities. In respect to this, by helping pre-service teachers in strengthening their knowledge and awareness in teaching anxiety, it can be possible to help them turn their debilitating anxieties into facilitating. This, in turn, is expected to help them prepare better for the teaching profession during their teacher education process. Therefore, it is of great importance that teaching anxieties of pre-service teachers are investigated before attending teaching practicum so that necessary actions can be taken to help them prepare better for the teaching profession by arranging the teacher education program and the teaching practicum and offering them more relevant and beneficial opportunities for teaching experience (MacDonald, 1992). In addition, it is significant to explore teacher candidates' teaching anxiety, as well as the reasons that cause this anxiety because it may allow us to come up with suggestions for resolving the identified problems that affect teacher candidates' performance during teaching (Gardner et al., 1997). Taking all these into account, the results of this study are expected to be beneficial for policy makers to consider the perspective of pre-service teachers about teaching anxiety while designing the curricula of teacher education programs so that it can be possible to prevent teaching anxiety from decreasing pre-service teachers' motivation and performance in teaching profession.

Last but not least, there is extensive literature about teaching anxiety, consisting of studies conducted mainly with quantitative research design and few with qualitative designs. Accordingly, it is suggested in former studies that qualitative data should be gathered to investigate teaching anxiety and its sources (Dadandı et al., 2016). Since qualitative design provides opportunity for developing a complex and detailed

understanding of the issue through exploration as well as empowering participants to share their lived experiences about the issue and make their voices heard (Creswell, 2013), the present study is designed in a qualitative research methodology to benefit from the abovementioned opportunities. Moreover, teaching anxiety has been mostly investigated in terms of teacher candidates studying in a particular department of education faculties within the context of foreign language teaching anxiety, mathematics teaching anxiety, science teaching anxiety, etc. In such studies, the role of the particular subject matter needs to be investigated to comprehensively discuss its effect on teaching anxiety. Then, the scope of those studies may extend to the effect of subject matter on teaching anxiety. Although there are plenty of studies which show a difference in teacher candidates' level of teaching anxiety based on their departments, Akgün and others (2007) have found no significant difference. This is a supporting finding to Merç's (2010) suggestion that teaching anxiety may further be investigated through the participation of teacher candidates from different departments in the same sample. In other words, it is suggested in previous studies that teaching anxiety needs to be examined regardless of the department of teacher candidates to deeply explore the teaching anxiety phenomenon. Since the present study does not aim to have in-depth understanding of the effect of any specific area of teaching, there will not be any exclusion of departments in this study. Furthermore, it is suggested by previous researchers that the sources of teaching anxiety need to be explored so that it can provide an insight to the phenomenon in a broader perspective (Kyriacou, 2001). In this regard, that this study aims to develop deeper understanding of teaching anxiety as well as to explore the sources of teaching anxiety from the perspectives of pre-service teachers regardless of their department though a qualitative research design is what differentiates this study from many of the other studies conducted so far.

1.4. Definitions of Concepts and Terms Used in the Study

The concepts and terms frequently used in this study are presented below with their operational and conceptual definitions.

Anxiety: “sense of apprehension and fear often marked by physical signs, by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it” (Merriam-Webster, n.d.). Also referred to as a state of tension and uneasiness related to the feelings of fearsome threat and anticipated future situations (Rogers, 1957; English & English, 1958).

Teaching anxiety: A feeling of tension and apprehension regarding teaching and teaching profession. Also referred to as a characteristic of teaching occurring on specific occasions related to teaching (Buitink & Kemme, 1986). This term will be used interchangeably with *teacher anxiety* to refer to the apprehensive feelings of teachers and teacher candidates regarding teaching.

Pre-service teachers/ Teacher candidates/ Prospective teachers: The senior students enrolled in teacher education programs offered by the education faculties of universities and completed the first three years in their programs. The term *student-teacher* will also be used to refer to those students who practice teaching in classrooms, generally during teaching practicum.

Teacher education/ training program: The four-year program offered by and carried out in universities with the aim of raising qualified teachers through a set of courses on general culture, content knowledge and pedagogical content knowledge (YÖK, 2018).

Teaching practicum/practice teaching: A course offered for mostly the fourth year students in teacher education programs in order to provide opportunity for having teaching experience in real classroom settings (YÖK, 2018). Teacher candidates attend partner schools to observe and conduct teaching sessions during this process to practice and improve teaching skills.

Teacher trainers: Teachers of pre-service teachers who teach in teacher education programs at universities and train pre-service teachers for the teaching profession. Also referred to as faculty members or instructors in this study.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature regarding the investigated phenomenon and related concepts in this study. First, the theoretical background is described, followed by the description of the phenomenon of interest. Later, the research studies concerned with the same phenomenon are reviewed and presented in detail. The chapter concludes with a summary of the reviewed literature in the end.

2.1. Anxiety

Human beings go through different emotional states in life, one of which is anxiety. In a general sense, anxiety is defined as an emotion that is characterized by feelings of tension, worried thoughts and certain physical changes.

The history of anxiety as a phenomenon may date back to 1894 when Freud conceptualized anxiety-neurosis as a separate clinical syndrome (Spielberger, 1966). Following its separation, there was an increase in studies conducted that focused on anxiety. Although there were plenty of experimental studies to investigate fear, frustration and conflict in animals, such as dogs (Pavlov, 1927; Gantt, 1942), cats (Masserman, 1943), and sheep (Liddell, 1944), there was a lack in studies concerning human anxiety until the 1950s. Later on, there has been a dramatic increase in the number of empirical studies that investigated human anxiety in the following decades. A great deal of those pieces of research on anxiety has focused on investigating learning and perception, which has made the phenomenon a concern of personality theorists (Spielberger, 1966). Although anxiety is considered to be necessary and facilitating in certain situations in life, when it appears in an excessive amount and

cannot be taken under control, then it may become debilitating for individuals and may unable them from doing what they can actually do under anxiety-free conditions (Mash & Wolfe, 2002). Considering this, it can be asserted that since anxiety plays a vital role in human thoughts and behaviors, it is still of high importance to dwell into its nature and causes in order to prevent its adverse effect on individuals' thinking and actions.

According to Papas (1997), although it is not easy to exactly reveal the sources of anxiety, it is believed to occur with the interaction of certain biological, psychological and environmental factors. The biological factors refer to the deterioration of the balance of the body's chemical composition. The psychological factors are related to the behaviors and attitudes that are learnt and acquired throughout the lifetime. Lastly, the environmental factors consist of the conflicts, problems, and pressures with which individuals have to struggle. There may be a range of symptoms of anxiety that can be observed in individuals. These include loss of balance, difficulty in breathing, blackout, increased heart beating, chest tightness, nausea, fatigue, tension, and so on (Papas, 1997).

2.1.1. Definition of Anxiety

As of the second half of the 20th century, the phenomenon of anxiety started to gain popularity thanks to the increase in the number of books and empirical research investigating human anxiety, as well as the attempts to develop scales for the measurement of anxiety (Spielberger, 1966). Since then, scholars have come up with various definitions for anxiety.

The first attempt to define anxiety in the psychological theory context was done by Freud. Freud (1924) regards anxiety as being related to a feeling of apprehension that arises from unpleasant affective states or conditions. Moreover, Freud (1936) considers anxiety with a psychoanalytical perspective as the fundamental phenomenon and the main issue of neurosis. He also describes anxiety as having a character of displeasure, with an emphasis on the apprehensive expectation or dread. In his later

formulations of the phenomenon, Freud conceptualizes anxiety as a signal which shows the existence of a danger situation.

According to Rogers (1957), anxiety is a state of tension and uneasiness, the source of which is obscure. Similarly, English and English (1958) defined anxiety to be related to the feelings of fearsome threat and anticipated future situations. Later, in Spielberger's (1966) definition, anxiety is referred to as a product of stress, and being a mediator of the influence of stress on individuals' behavior. Anxiety has also been considered as a result of the feeling of incompetence of individuals in certain situations that individuals perceive as threatening (Sarason, 1975).

A common description of anxiety by psychologists refers to it as an apprehensive state and relates it to a vague fear with an indirect association with an object (Scovel, 1978). Likewise, anxiety is defined by Horwitz et al. (1986) as a sense of apprehension and worry related with autonomic nervous system arousal. In addition, Sapir and Aronson (1990) describes anxiety as being "characterized by apprehension, uncertainty, dread, foreboding, and fear of dying or losing control" (p. 503).

Besides the definitions of various scholars, the dictionary definition of anxiety is stated as "apprehensive uneasiness or nervousness usually over an impending or anticipated ill" and as "mentally distressing concern or interest" (Merriam-Webster, n.d.).

When all the definitions of anxiety are considered, the common point that most scholars argue is that anxiety is related to apprehensive thoughts, tension, and observable symptoms in individuals.

2.1.2. Terms Related with Anxiety

There are several terms that appear in the literature as being related with anxiety. The most common ones include concern, stress, fear, and worry (Fuller, 1969; Kyriacou & Sutcliffe, 1978; Veenmann, 1984; Murray-Harvey et al., 2000).

A major one of these terms is concern. The term concern is generally used interchangeably with the term anxiety. A general definition of concern relates it to the

feelings of uneasiness, anxiety, uncertainty, or apprehension. Concern is also defined as the perceived problems or worries of individuals (Fuller, 1969).

Stress is another term that is associated with anxiety. Being a psychological state, stress is considered to be a normal and healthy occurrence towards daily demands on individuals. However, when it is experienced for a long period time, then stress can harm the well-being of individuals in both physical and emotional terms (Dohrenwend & Dohrenwend, 1981). The reason why stress and anxiety are associated with each other is that anxiety is considered to be a product of stress and a mediator of the influence of stress on human behavior (Spielberger, 1966).

Fear is another term that is related with anxiety. In the literature, it is seen that fear and anxiety have both similarities and differences. First, both terms are similar in terms of the physiologic arousals and reactions that are likely to occur during the existence of both fear and anxiety. On the other hand, fear and anxiety is different from each other in terms of source, strength, and length. First, the source of fear is obvious while it is vague for anxiety. Secondly, fear is a stronger emotion than anxiety. Lastly, anxiety takes place longer than fear (Cüceloğlu, 2006).

Another term that is related with anxiety is worry. Worry is defined as a cognitive activity that occurs with the anxiety regarding future incidents that individuals expect to yield negative consequence though the consequence is uncertain. It is also believed that worry increases one's motivation to cope with anticipated problems (Çetinay-Aydın, 2017).

2.1.3. Types of Anxiety

Anxiety is claimed to be a complex phenomenon. Thus, there have been various categories of anxiety put forward and explained by different scholars to investigate, discuss and comprehend the phenomenon better. The first category is put forward by Freud through making a discrimination between objective anxiety and neurotic anxiety. Although both types of anxiety are described by the feelings of apprehension and physiological arousal, the discrimination is based on whether external or internal

impulses are the sources of danger for individuals. According to Freud's explanation, objective anxiety is a synonym of 'fear'. It is claimed that the source of objective anxiety is external and it contains a reaction to threatening situations. On the other hand, the source of neurotic anxiety is claimed to be internal and not consciously perceived by individuals since it is repressed (Spielberger, 1966).

Another category consists of debilitating and facilitating anxiety. This distinction was initially put forward by Alpert and Haber (1960). They argue that facilitating anxiety may be helpful for individuals in terms of enhancing performance and even achieving beyond their actual potential. On the contrary, it is believed that debilitating anxiety may become harmful for individuals by hindering performance and preventing them from reaching their full potential.

Spielberger's trait-state anxiety theory poses another category. Spielberger (1966) makes a distinction between state anxiety and trait anxiety, which are initially identified and labelled by Cattell and Scheier (1958; 1961). While state anxiety is explicated as an empirical process or reaction that presently happens, trait anxiety is claimed to refer to a relatively stable reaction that takes place based on a response to appropriate stimuli. In addition, state anxiety is related with subjective feelings of apprehension and claimed to be a temporary condition. On the other hand, trait anxiety is argued to be a constant personality characteristic that indicates distinctions in the inclination to respond to threatening situations (Hodges & Spielberger, 1966). Individuals that have trait anxiety are believed to be generally anxious and feel this state for any situation. However, those who have state anxiety are claimed to become anxious in certain situations and momentarily at a particular time (Brown, 1994).

2.2. Teaching Anxiety

Teaching is perceived to be a stressful profession by teachers (Kyriacou & Sutcliffe, 1978). In a similar vein, it is argued that anxiety among teachers is quite common. In addition, from the perspective of pre-service teachers' anxiety it is claimed in the literature that pre-service teachers perceive learning to teach as a cognitively

demanding experience as well as a stressful and challenging process (Paker, 2011; Merç, 2015).

Teachers may have various concerns. The frequently revealed concerns of teachers in the early studies in the literature include spending much of school time filling out forms that are not related to the students' educational needs, assignment process and the location of the schools to which teachers are assigned, inadequate materials and supplies, lack of support from administration, violence and student misbehavior (Stinnett, 1970; Podrovsky, 1978).

An examination of various studies about the teaching anxieties of beginning teachers has shown that the focus is on the ability of maintaining discipline in classroom, whether students like them, their knowledge of subject matter, making mistakes and lacking material, and relating personally to other faculty members, parents, and school system (Coates & Thoresen, 1976).

The effectiveness of teachers has been related to a variety of affective constructs, such as efficacy beliefs, motivation, attitudes, and so on. Anxiety is another affective construct that has been focused on by researchers to investigate its effect on the effectiveness of both pre-service and in-service teachers in a classroom. According to Coates and Thoresen (1976), anxiety can be frequently experienced by not only beginning teachers but also the experienced ones. In addition, teacher anxiety may be related with various conditions, including personal, physical and social ones. It has been believed that it is actually appropriate for teachers to have certain sets of anxiety when the conditions in which they are expected to work are taken into consideration (Fuller & Brown, 1975).

Fuller (1969) has introduced a developmental progression of teacher concerns where she claims that teachers develop certain anxieties about teaching in different stages of their career and these anxieties change their nature throughout those stages. That is, it is claimed that teachers' anxieties are observed to change, but not to diminish in time. On the contrary, it has also been argued based on different studies in the literature that teaching anxiety may decrease as the length of the teaching experience of individuals increases (Keavney & Sinclair, 1978).

Coates and Thoresen (1976) argued that teachers can experience anxiety in three ways. First, anxiety can be manifested cognitively through negative or fearsome thoughts. Secondly, in physiological terms, anxiety can be recognized with an increase in heart rate, rapid respiration, and perspiration. Lastly, the motorial expressions of having anxiety may include stuttering, increased muscle tension, and shaking.

Moreover, in a study which focused on the stress that teachers experience, Kyriacou and Sutcliffe (1978) have found based on teachers' self-reports that the main symptoms of teachers' stress include feeling exhausted, frustrated, angry, anxious, depressed, and nervous. The most commonly reported physical symptoms of stress cover having headaches, fastened heartbeat, increased blood pressure, and acid in the stomach. Also, the symptoms of stress that can be observed during the act of teaching as being unable to cope, loss of voice, and getting panicky.

2.2.1. Definition of Teaching Anxiety

As the interest in anxiety studies increased, so did that of teaching anxiety. Researchers interested in anxiety regarding teaching have put forward their definitions of the phenomenon in similar but various ways.

First, teaching anxiety is considered by Buitink and Kemme (1986) as a state of emotion whose strength may increase or decrease in time, and is defined as a characteristic of teaching that occurs momentarily and in relation to specific situations of teaching. They related teaching anxiety to all activities that a teacher is involved in, both in the classroom and in the school.

Gardner and Leak (1994) approached the phenomenon of teaching anxiety from a perspective concerning activities inside the classroom and described teaching anxiety as the unpleasant feelings towards the teaching processes including preparation for classes and conducting in-class activities. Another description of teaching anxiety has also been focused on the tension reaction towards the classroom situations, which can be experienced in either cognitive, motorial, or physiological terms (Coates & Thoresen, 1976).

2.2.2. Conceptualization of Teaching Anxiety

Frances F. Fuller is one of the pioneers that focused on teaching anxiety. First of all, with the aim of improving teacher education curricula by examining the concerns that pre-service teachers have and conceptualizing those concerns, Fuller (1969) investigated what pre-service teachers are concerned about. Based on the results of the study, Fuller (1969) put forward a three-phase developmental conceptualization of teachers' concerns. According to Fuller's (1969) conceptualization of the teacher concerns, the terms "problem, reaction, need", and "anxiety" are equated with the term "concern". This conceptualization consists of a pre-teaching phase, an early teaching phase, and a late teaching phase. These phases were also related to and referred to as non-concern, concern with self, and concern with pupils, respectively. In that study of Fuller (1969), it was revealed that in the beginning of the semester pre-service teachers expressed having self-centered concerns more compared to task-centered and student-centered concerns. However, through the end of the semester, they were found to be concerned mainly about pupils. In contrast with this finding, McVey (2004) has found that novice teachers had student-centered concerns the most among the three categories of concerns.

Although the initial study of Fuller (1969) included a non-concern stage, later the focus was shifted to the stages where concern existed for pre-service teachers. Thus, a two-stage model of pre-service teacher concerns was put forward. These stages are categorized as (i) early concerns about self and (ii) late concerns about pupils. It was predicted that teachers would not have concerns about both stages simultaneously

Later, Fuller et al. (1974) investigated the concerns of pre-service teachers in order to further improve Fuller's ideas about concerns regarding teaching and to re-conceptualize what had been suggested until then. The revised conceptualization includes three types of concerns, which are (a) self-preservation; (b) task-related issues; and (c) impact on pupil needs and effects of teaching. These types of concerns were later referred to as self-centered concerns, task-centered concerns, and student-centered concerns, respectively. First, the concerns regarding self-preservation, i.e., the self-centered concerns, are considered to be the primary level of teaching concerns.

It is believed to include having anxiety about getting approved by students, peers and employers, having job security, and feeling inadequate for the profession. The second stage, is about task-related issues, i.e., task-centered concerns, which involve the daily tasks of teaching. Such concerns involve ensuring and sustaining classroom management, as well as managing the time. The last stage focuses on the impact concerns about meeting the needs of pupils and improving the effectiveness of teaching, i.e. student-centered concerns. In this final stage, it is supposed that concerns transfer from an individual perspective to being focused more on the motivation of pupils and improving their progress in education (Fuller et al., 1974).

The Teacher Concern Model (TCM), developed by Fuller (1969) and supported by the studies mentioned above, claims a sequential nature of teaching concerns. That is, teachers are concerned more about self-preservation in the early stages of teaching whereas their concerns shift to being focused on students in the later stages. However, Fuller and Brown (1975) later revised the original concern theory of Fuller by arguing that the sequence of concerns could be repeated by teachers at different stages in critical career times, such as starting to teach at a new school or getting new teaching assignments at different grade levels. There are various studies in the literature that support the sequential nature of the concern model of Fuller (e.g., Kagan, 1992; Conway & Clark, 2003; Pyper, 2009).

It has been revealed in several studies that there is a negative correlation between teaching experience and self-preservation concerns. That is, it is argued that self-preservation concerns decrease as teaching experience increases (Fuller et. al., 1974; Borich, 1996). Fuller (1969) has also claimed that self-preservation concerns that occur in the early stages shift toward task-related concerns as self-preservation concerns lessen. In addition, Fuller (1969) argues that teachers can be concerned about teaching and meeting students' needs only after they have got over their self-preservation concerns. According to Borich (1996), the transition from the concerns related to self-adequacy to the student-centered ones may be hindered by the lack of support during the pre-service training of teacher candidates. Therefore, it is considered important that pre-service teachers should be provided with effective teacher training so that the transition of their concerns could occur more efficiently.

On the other hand, there have been various studies that contradict with the sequential nature of Fuller's teacher concern model (e.g., Rogan et al., 1992; Capel, 2001; McVey, 2004; Watzke, 2007). Those studies revealed that teaching concerns may be experienced by inexperienced teachers or may occur simultaneously for some at different stages.

Moreover, Parsons and Fuller (1974) have investigated 265 in-service teachers to find if there is any relationship between the length of teaching experience and the categories of teaching anxiety. It was revealed that there is no evidence for the argument that the length of experience is related to concern categories. Nevertheless, the sample was divided to smaller sub-samples to run the analysis again. The results showed that while there is no significant relationship for female in-service teachers, there is a relation between the teaching experience duration and the concerns that male in-service teachers have.

Another contrary finding was revealed in a study conducted by Kesen and Aydın (2014). The researchers investigated teaching anxiety of novice and experienced instructors, and found a positive relationship between the length of experience and the level of anxiety instructors have. That means, the findings of their study revealed that the level of anxiety that experienced instructors had was higher than that of novice instructors. Similarly, a study of Jedynek (2011) also revealed that teachers with teaching experience for up to five years had higher level of anxiety compared to pre-service teachers with teaching experience for up to one year.

2.2.3. Sources of Teaching Anxiety

Once the effect of anxiety on individuals' thoughts and behavior gained interest among researchers, the anxieties of teachers and teacher candidates have been examined by various researchers. Along with what teachers are anxious about, the sources of teaching anxieties have also been a topic of investigation.

In the literature related to the anxieties of both pre-service and in-service teacher regarding teaching, it can be seen that their anxieties related to teaching generally

include classroom and time management (Mau, 1997; Murray-Harvey et al., 2000; Çelik, 2008; Aydın, 2016); administrative processes and excessive workload (Carlson & Thompson, 1995; Burke et al., 1996; Mearns & Cain, 2003), preparation for teaching (Danner, 2014; Aydın, 2016), relationships with students (Beach & Pearson, 1998; Kim & Kim, 2004; Klanrit & Sroinam, 2012; Johnson, 2015), motivation of students (Kim, 2004; Aydın, 2016); appointment procedures (Gündoğdu et al., 2008; Şahin, 2011; Şimşek & Akgün, 2014; Güven & Dak, 2017) and the like.

On the other side Thompson (1963) considers anxiety as a vague and unspecifiable feeling, and asserts that rumor or imagination is the primary source of pre-service teachers' anxiety. Also, it may not be possible to specify the exact source of teacher anxiety in all cases. Therefore, teacher anxiety may be considered as a free-floating anxiety because of this inability to specify the source (Keavney and Sinclair, 1978).

It is seen in the literature that while the anxieties regarding teaching show a commonality, the sources of these anxieties are presented rather specifically based on the context of individual studies besides the shared ones. The literature shows that the sources of these teaching anxieties generally involve lack of experience (Gardner & Leak, 1994; Agustiana, 2014; Tabanlı et al., 2016), feeling of inadequacy (Williams, 1991; Bell, 2005; Aina et al., 2015; Aydın, 2016; Serin, 2017); personality (Ngidi & Sibaya, 2003; Yoon, 2012; Sammephet & Wanphet, 2013; Koşar, 2018), the gap between theory and practice in teacher education (Çakıroğlu & Çakıroğlu, 2003; Darling-Hammond & Bransford, 2005; Amett & Freeburg, 2008; Hagger & Malmberg, 2011), status of the teaching profession (Kyriacou & Sutcliffe, 1978; Öztürk & Yıldırım, 2013), expectations from teachers (Murray-Harvey et al., 2000; Kara & Yılmaz-Güngör, 2015), and so on.

Coates and Thoresen (1976) analyzed several studies that investigated the sources of experienced teachers' anxieties. They conclude that the main sources of those teachers' anxiety involve time demands, difficulties with pupils, large class enrollments, financial constraints, and lack of educational resources. Similarly, Kyriacou and Sutcliffe (1978) have grouped the sources of teacher stress into four as pupil misbehavior, poor working conditions, time pressure, and poor school ethos.

It has been claimed that certain environmental factors may cause teaching anxiety as well. Phillips and Lee (1980) assert that there are many conditions that affect teachers' anxiety in the school environment. These include noise, crowd, heating, lighting, physical facilities of schools, and so on. In addition, the school system is also argued to provoke teachers' anxiety, in terms of not including teachers in decision-making processes, class size, workload, individual differences of students, and extra duties.

According to a study of Aslrasouli and Vahid (2014), the sources of anxiety are categorized into five, consisting of interpersonal relationships, facilities and resources, employment system, proficiency and knowledge in the language, and other factors. Additionally, among the sources of teaching anxiety, it has been claimed that professional insecurity and the feeling of inadequacy may lead to develop teaching anxiety (Karakaya et al., 2017).

2.2.4. Effect of Teaching Anxiety on Teachers and Students

Teachers are a central part of education because they are the ones who are expected to create and maintain a classroom environment in which learning is facilitated, and students are encouraged to lower their affective filters to promote their learning (Krashen, 1982). It is claimed that the quality of education is dependent on the quality of teachers. Thus, the quality of teacher education has gained popularity among scholars to investigate the needs of current teacher education programs, as well as to improve these programs so that more qualified teachers can be trained to provide more quality education to their students in the future (Cabı & Yalçınalp, 2013).

With an enormous increase in the expectations from teachers in the 21st century, teachers are now expected to be effective, self-directed, keeping track of their development, and so on (Day, 2000). These may lead PSTs to develop concerns and lose motivation to become teachers and/or stay in the profession for a long period of time (Hagger & Malmberg, 2011). In the same line, according to Çeliköz and Çetin (2004), pre-service teachers' teaching anxiety affect their motivation for teaching as well. Moreover, according to Taşğın (2009), pre-service teachers' achievement and

independence in their profession in the beginning may rely on relieving from their teaching anxiety.

It is argued that anxiety among teachers is quite common. It is also considered a natural part of teaching in terms of the adaptation process to unfamiliar environments, building new relationships, and trying to fulfill the expectations from teachers. Therefore, it is claimed to be of high importance to notice the debilitating effect of stress on teaching performance (Murray-Harvey et al., 2000).

In line with these claims, the effect of teachers on students has been a topic of interest of researchers. Darling-Hammond (2000) asserts that student success is best predicted by the quality of teachers. Wright et al. (1997) also argue based on their study results that there is an undeniable impact of teachers on the achievement of students, which implies that they make a difference on students.

The anxiety experienced by teachers could be related to less positive relationship between teacher and students (Coates & Thoresen, 1976). Furthermore, it is argued that low rapport between teacher and students may lead to increased student misbehavior, as well. Coates and Thoresen (1976) claim that students of teachers with high levels of anxiety are apt to be more disruptive in classroom. Moreover, anxiety may lead teachers to maintain discipline in class and conduct teaching less effectively. In addition to these, teachers' anxiety may also be connected to increased student anxiety (Guzicki et al. 1980). Doğan and Çoban (2009) argue that having high level of teaching anxiety may have adverse effects on students' academic achievement and in-class learning, as well as on professional development of teachers. It is revealed in a study that students perceive that teachers with low anxiety have higher teaching effectiveness (Mattson, 1974). In a similar vein, it is argued in another study that the students of ineffective teachers achieve an inadequate amount of academic progress (Sanders & Rivers, 1996).

Consistently with these studies, Kearney and Sinclair (1978) claim that when teachers have debilitating anxiety towards teaching, it prevents them from creating a positive classroom environment, which may reduce the effectiveness of both their teaching and their students' learning. That is, when teachers are anxious, this may increase students'

anxiety and lower their motivation towards learning. It was also argued by Kearney and Sinclair (1978) that teacher anxiety may not necessarily result in increased student misbehavior in all cases. That means, it is possible that student misbehavior may result in the renewal of teacher anxiety, as well. In either event, it is argued to harm the positive classroom environment, which decreases students' learning.

It is also argued that teacher anxiety and test anxiety can be related to each other. That is, the level of students' test anxiety may increase as the teachers' anxiety increases (Doyal & Forsyth, 1973). This may result in a decrease of student achievement. On the contrary to this argument, it is also claimed in the literature that teacher anxiety and test anxiety of students may be negatively correlated (Stanton, 1974).

Moreover, teaching anxiety is considered by Bernstein (1983) as a part of speech anxiety, and is believed to result from the combination of individuals' experiences such as psychological arousals, subjective distress, and behavioral disruption. In a study of Motley (1988), the majority of the participants considered speech anxiety as a major fear of theirs. It was concluded that even if speech is performed by individuals regularly as a part of their professions, such as teaching, it may still cause anxiety in them. Thus, individuals having speech anxiety for a long while may end up quitting their professions eventually. Considering these, if teachers have speech anxiety, it may be reflected in their teaching. This, in turn, may put them under the potential risk of the negative impact of anxiety on their continuity in the profession.

Leahy (2007) asserts that individuals' level of anxiety increases when they have doubts about their competence to deal with anxiety-provoking situations and to take control of threatening situations. Accordingly, as Fuller et al. (1974) highlight, it is necessary to arrange the content of teacher education programs by taking into consideration teacher candidates' anxiety and concerns in order to increase the quality of both teachers and the education they will provide to students. Moreover, Murray-Harvey et al. (2000) argue that teacher stress decreases the effectiveness of classroom, lowers the achievement of students, and increases the anxiety of students. Therefore, it is claimed by the researcher that the sources of teacher candidates need to be identified to make an intervention to the problem before they start teaching in real classrooms.

2.2.5. Assessment of Teaching Anxiety

It is claimed to be of high importance that the anxieties of teacher candidates regarding the teaching profession are determined in terms of training quality and qualified teachers for the future (Cabı & Yalçınalp, 2013). Thus, the increasing interest in teaching anxiety phenomenon necessitated that reliable tools be developed to assess individuals' anxieties regarding teaching.

As an early attempt, Fuller and Case (1972) developed Teacher Concerns Statements (TCS), which is a qualitative research tool that aims to elicit the teaching concerns of subjects and to understand how these concerns are categorized. Seven categories of concerns were formed based on the responses; which include non-teaching, teacher role, subject matter and classroom discipline, relationships with students, pedagogy and assessment, pupil learning, and professional development.

Besides TCS, which is a qualitative research tool, Fuller and Parsons (1974) developed a Teacher Concern Checklist (TCC), which is a quantitative and diagnostic one. The result of the study that aimed to compare the reliability of the two tools revealed that TCC has a higher level of reliability in the identification and prioritization of the concerns that teachers have at different stages.

Parsons and Fuller (1974) assessed TCC and TCS. The studies of the two instruments revealed that there are four basic kinds of concerns that teachers are concerned about. These consist of concerns about self-survival, teaching, impact on pupils, and the teaching situation. The researchers assert that the concerns about the teaching situation could be probably resolved only by changes either in the situation or in the person who later is going to change the situation. For this reason, they excluded the teaching situation concerns in their model of intrapersonal change in which only the first three kinds of concerns are included. That means, the finalized model covers the concerns about self, task, and impact on pupils.

Besides the TCS and TCC, there have been attempts of some other scholars to develop a tool to assess the anxieties regarding teaching.

A major one of these scale development studies is the development of the Teaching Anxiety Scale (TCHAS), which was initially developed in two equivalent forms at Stanford University to assess the teaching anxiety of pre-service teachers. Later, Parsons (1973) adapted the TCHAS with the aim of improving the scale for enabling a more appropriate assessment of in-service teachers' anxiety, as well. The version of the TCHAS formed by Parsons (1973) consists of 29 items through which the anxieties of participants are aimed to be elicited. The items can be scored from 1 (never) to 5 (always). The TCHAS allows for various ways in scoring the responses of participants to the scale items, which is claimed to enable to make assessment about the anxieties appropriately for the participant characteristics (Parsons, 1973; Bilali, 2014).

Apart from the scales and instruments mentioned above, some other scholars have also attempted to develop a tool to assess the anxieties regarding teaching in the Turkish context.

One of the scale development studies in Turkish language was conducted by Saban et al. (2004). The researchers developed a scale in Turkish language, called as "Teacher Candidate Anxiety Scale" (TCAS) by adapting the scale developed previously by Borich (1996) into the Turkish language. The TCAS was developed with Likert type questions, which could be evaluated from 1 (I am not anxious) to 5 (I am too anxious). While the original scale contained items in the affirmative form, the items were transformed into question form in the adapted version of the scale. The TCAS consists of three parts that are named as self-centered anxieties, task-centered anxieties, and student-centered anxieties. Each of these parts contains 15 questions, which makes up 45 questions in total. The total score one can have in each part is 75. The higher the score one has in a part, the higher level their anxiety is regarding that part.

In addition to the adapted scales, there was an attempt of Cabı and Yalçınalp (2013) to develop a scale to assess teaching anxiety from scratch. For this, they first conducted a qualitative study with pre-service teachers to investigate their anxieties regarding teaching. Based on the findings of that study, the researchers conducted another study for developing a scale to measure PSTs' anxiety about the teaching profession. For this, Cabı and Yalçınalp (2013) came up with 54 items about anxiety based on the

findings of their previous study and the review of related literature. The items were developed in line with the main categories in Fuller's (1969) study, i.e., as self-centered, task-centered and student-centered anxieties, and the sub-categories in the previous study of Cabı and Yalçınalp (2009). The scale was developed with a 5-point Likert type, ranging from 1 (I am too anxious) to 5 (I am not anxious). After the draft of the scale had been reviewed by field experts and teacher candidates, the scale was finalized with 50 items. Then, the scale was administered to 283 teacher candidates, and the factor analysis was done with the collected data. Based on the results obtained, 5 items were eliminated, and 8 factors emerged in the study out of 45 items in total. These factors were named as task-centered anxiety, economical/social-centered anxiety, student/communication-centered anxiety, colleague and parent-centered anxiety, personal development-centered anxiety, appointment-centered anxiety, adaptation-centered anxiety, and school administration-centered anxiety.

Fuller et al. (1974) believe that it may be problematic and misleading to use structured instruments for the assessment of concerns. The reason is claimed to be that the developer of structured instruments is responsible for the content selected to be presented to subjects. However, there may be several concerns left out in instruments that may exist for some subjects and therefore may need to be observed. Thus, they suggest it is important and helpful to use instruments that allow for free response sources, such as personal letters and counseling typescripts while assessing the teaching anxiety of individuals.

2.3. Research on Teaching Anxiety

The phenomenon of teaching anxiety has been investigated in various studies in the literature. The following sections present some of the studies conducted earlier in relation to teaching anxiety. First, the related studies that were conducted abroad are presented, followed by those conducted in Turkey.

2.3.1. Research Studies Abroad Related with Teaching Anxiety

One of the early studies concerned with teaching anxiety was conducted by Coates and Thoresen (1976) to review the literature regarding teaching anxiety. The focus of their study was on the investigation of the incidence of anxiety among classroom teachers, the effect of the anxiety on the behavior of teachers and students, and the strategies to reduce anxiety experienced by classroom teachers. Anxiety was considered as an emotional maladjustment by the researchers. In their paper, the self-reported anxieties of beginning teachers were argued to focus on the ability to maintain discipline in classroom, whether students will like them, the knowledge of subject-matter, how to cope with making mistakes and insufficient materials, and the relationships with faculty members, school system, and parents. On the other hand, the anxieties of experienced teachers were reported to include time demands, difficulty with students, financial limitations, large class enrollments, and lack of educational resources. It was claimed that anxiety may be connected to inappropriate performance of teachers and students, and that teachers' anxiety may result in increased student anxiety. Pointing out the necessity of intervention to teaching anxieties to eliminate its adverse effect on both students and teachers, it was suggested that teacher anxiety may be reduced through systematic desensitization, and providing instruction in teaching techniques.

Another study concerned with teaching anxiety was conducted by Murray-Harvey et al. (2000). The aim of the researchers was to investigate the concerns pre-service teachers have related to teaching practicum and their strategies to cope with their concerns. They claimed that although teaching practicum is considered as the most valued part of teacher education programs, it is also seen quite stressful for pre-service teachers. Considering that stress may affect behavior of individuals, the researchers signified that pre-service teachers' stress needs to be examined to prevent its effect on classroom effectiveness, student achievement, and student anxiety, as well. The findings of the study regarding the concerns of pre-service teachers revealed that they had concerns about balancing practicum and their personal commitments, dealing with the teaching workload, managing time, and the expectations of others about their competence. On the other hand, the concerns that pre-service teacher had at the least level were found to about the relations with supervising teachers, others teachers, and

the school principal at the schools they attend for teaching practicum, including being observed and evaluated by their supervising teachers. As for the coping strategies, the findings showed that pre-service teachers use a set of personal, professional, social, and institutional strategies to cope with their anxiety regarding teaching practicum. Among these, the most common strategies include positive thinking, doing activities that do not require thought, using self-deprecation, and organizing time in terms of the personal coping strategies. As for the professional ones, the common strategies include getting knowledge about the curriculum and schools, and using self-management skills. Among the social coping strategies, the outstanding ones involve discussing with friends or family, and engaging in social activities. Lastly, being in contact with fellow pre-service teachers and the supervising teachers at school are among the institutional coping strategies of pre-service teachers.

Another study with a similar focus but partially contrasting findings regarding the concerns of pre-service teachers was conducted by Danner (2014). The aim of that study was to investigate the anxieties of pre-service teachers related to teaching practice course, as well as to find out if there is any significant relationship between the anxieties and gender and academic level of pre-service teachers. The study was conducted with 177 pre-service teachers at junior and senior levels, administering the Student-Teachers' Sources of Anxieties Questionnaire (STSAQ), which was adapted from Hart (1987), to elicit the participant pre-service teachers' responses about their anxieties related to teaching practicum. The results showed that pre-service teachers were anxious about teaching practice in terms of school staff cooperation, evaluation, professional preparation, unsuccessful lesson, and class control. The study yielded no significant differences among pre-service teachers' anxieties in terms of gender and academic level variables. The researcher emphasized that teaching practice is the vital component of teacher education programs to prepare pre-service teachers for the teaching profession more effectively. Thus, it was concluded that administrative policies regulating teaching practice needs to be reviewed in order to eliminate anxiety-causing factors for pre-service teachers and foster their development as teachers in the teacher education programs.

As it is suggested by various researchers, teaching concerns may occur sequentially or simultaneously at different stages of the preparation for teaching. Based on this contradiction, Capel (2001) conducted a study with the purpose of finding out the concerns of pre-service teachers during their one-year long course to gain school experience, and whether their concerns are developed sequentially. For this, the Teacher Concerns Questionnaire (TCQ), which was developed by George (1978), was administered to the participant pre-service teachers for three times during the course. The results of the study revealed that pre-service teachers had concerns at a moderate level at all the administrations. The highest concern of the pre-service teachers was found to be the self and impact concerns whereas the lowest one was the task concerns at all of the three administrations. The results did not show a sequential progress in terms of the development of concerns at different stages.

In a study of Hagger and Malmberg (2011), the professional concerns of pre-service teachers were investigated. The participants of the study consist of 88 pre-service teachers who are enrolled in the Post Graduate Certificate in Education course. The data of the study were collected through questionnaire, diary, and observation. The questionnaire was administered for four times each two months during the course. The results yielded in 15 concerns, which are divided into three groups in line the Fuller's (1969) classification of the concern stages as being self-related, task-related, and student and impact-related. It was found in the study that self-related concerns of the pre-service teachers were considered as the most important category, which is consistent with the common findings in the literature (Fuller & Brown, 1975; Conway & Clark, 2003). The researchers highlighted that the demands and challenges that teachers are expected to fulfil and deal with are increasing in the 21st century. They concluded that teachers' development as a whole person is crucial in order for them to meet children's developmental needs in such a rapidly changing context. To develop as whole persons, besides being self-directed with reasonable goals and planning how to accomplish their goals, teachers are also expected to deal with their concerns efficiently to decrease the possible negative impact on them.

A contradictory finding to Fuller's (1969) concern model was revealed in a study of Reeves and Kazelskis (1985). The study was conducted with the aim of examining the

concerns of pre-service and in-service teachers. The study was conducted with 128 pre-service and 90 in-service teachers. The TCQ of George (1978) was employed as the data collection instrument of the study. The results showed that in-service teachers had higher level of concern about the impact category, compared to the task and self-related categories. In addition, there was no significant difference found between task-related and self-related concerns of the in-service teachers. As for the concerns of pre-service teachers, it was found in the study that they had higher level of concern about the impact than self and task-related concerns. Also, the self-related concerns of pre-service teachers were found to be significantly greater than the task-related concerns. These findings contradicted with the initial concern stages model of Fuller (1969), in which it is claimed that concerns shift toward self-related to task-related and lastly to impact-related as teachers progress in teaching. On the other hand, these findings generally support those of George (1978), which revealed that both pre-service and in-service teacher had impact concerns at a higher level compared to self and task concerns.

2.3.2. Research Studies in Turkey Related with Teaching Anxiety

Among the early studies, a study with a quantitative design was carried out by Taşğın (2006) with the purpose of investigating the anxieties of teacher candidates about teaching. The data of the study were collected from 90 teacher candidates studying in the department of physical education and sport through administering the TCAS developed by Saban et al. (2004) adapting from Borich (1996). The results of the study showed that teacher candidates had the highest level of anxiety in the task-centered category, followed by student-centered anxiety. They were anxious the least about the self-centered category. This finding contradicts with the Fuller's (1969) model, which claims a sequential transition starting from self-centered to task-centered anxiety, and to student-centered anxiety in the end.

Cabı and Yalçınalp (2009) conducted a qualitative study to investigate teacher candidates' anxiety toward their job and technology. In that study, the researchers asked 152 teacher candidates to state their anxieties towards the teaching profession,

as well as their anxieties towards using technology in education. The findings regarding teaching anxiety of the participant teacher candidates were in line with Fuller's (1969) classification; therefore, the researchers categorized the teaching anxieties of teacher candidates as student-centered, task-centered, and self-centered anxieties. According to the findings, the student-centered anxieties included two sub-categories as communication and instruction. The task-centered anxieties covered items related to professional inefficacy. The self-centered anxieties involved sub-categories related to appointment, school context, economical issues, appraisal of the profession, environment, personal and professional development, and professional ethics. The researchers argued that certain changes may be necessary depending on time and developments, especially in the sub-categories that emerged in their study. They concluded their study by suggesting that the findings revealed in their study may lead and contribute to the development of a scale to investigate the anxieties of teacher candidates.

Çubukçu and Dönmez (2011) also examined the anxiety of teacher candidates within a quantitative study. The study was conducted with the participation of 310 teacher candidates studying in different departments in a faculty of education. The data were collected via the TCAS developed by Saban et al. (2014) adapting from Borich (1996). The results of the study showed that teacher candidates had task-centered anxiety at the highest level, and the self-centered anxiety at the lowest level. This finding is consistent with the study of Boz (2008), which was also conducted to investigate the anxiety of teacher candidates with 339 participants and revealed the same results.

Another study was conducted by Kara and Yılmaz-Güngör (2015), in which they investigated pre-service teachers' professional anxiety and their coping behavior with 432 participants through administering the TCAS that Saban, et al. (2004) developed based on Borich's (1996) scale. The results revealed differences among the teaching anxieties of pre-service teachers that study in different departments. First, pre-service teachers in Social Studies Education program had the highest score in self-centered anxiety whereas those in Pre-school Education program had the lowest level. Also, while pre-service teacher in Mathematics Teaching program had the highest score in student-centered anxiety, the lowest score belonged to those in German Language

Teaching program. as for the task-centered anxiety, pre-service teachers in English Language Teaching program had significantly higher level of task-centered concern than those in German Language Teaching program. Regarding the coping behavior, pre-service teachers suggested that asking for help from colleagues or friends, receiving expert consultation, and building good rapport with students and school administration may help them lessen their teaching anxiety. In light of these findings, the researchers concluded that pre-service teachers face problems in transferring their theoretical knowledge about teaching into real teaching situations. Thus, it is suggested that more opportunities should be provided for pre-service teachers to practice their theoretical knowledge and teaching skills in real teaching contexts during their teacher education process.

Another study that focuses on teaching anxiety of pre-service teachers was conducted by Tabançalı et al. (2016). The researchers conducted a study with 269 participants to investigate pre-service teachers' anxiety levels, using the TCAS developed by Borich (1996) and adapted by Saban et al. (2004) to collect data. According to the results of the study, pre-service teachers had teaching anxiety generally at a moderate level. As for the dimensions, pre-service teachers indicated to have the highest level of anxiety in self-centered anxiety dimension, followed by task-centered anxiety. The lowest anxiety level of pre-service teachers belonged to the student-centered anxiety dimension. This result contradicts with various studies in the literature that used the same scale for collecting data and claim pre-service teachers have the highest level of anxiety in the task-centered dimension (Fish & Fraser, 2001; Saban et al., 2004; Tasğın, 2006; Çubukçu & Dönmez, 2011). As for the career plan variable, the researchers found no significant difference among pre-service teachers whether they have a career plan in teaching or not in terms of self-centered and student-centered anxiety. However, there was a significant difference between the pre-service teachers who have career plans for being a teacher and not in terms of task-centered anxiety. According to the results, the participant pre-service teachers having a career plan in teaching had lower level of task-centered anxiety when compared to those who do not have any career plan in teaching. Furthermore, the participant pre-service teachers studied in Science Education, Mathematics Education, Pre-school Education,

Classroom Education and Social Sciences Education programs. The results regarding the department variable of the study revealed significant differences among pre-service teachers in different programs in terms of the self-centered anxiety and student-centered anxiety dimensions. The researchers argued that pre-service teachers' teaching anxiety can be decreased if their teaching experience is increased. Thus, it is suggested that pre-service teachers need to be provided with opportunities to practice teaching more.

In a study conducted by Dadandı et al. (2016), teacher candidates' teacher self-efficacy beliefs, concerns and attitudes towards teaching profession were comparatively investigated with 677 participants consisting of pre-service teachers studying in faculty of education and students in pedagogical formation certificate program. The researchers collected the data of their study through the Teacher Self-efficacy Beliefs Scale developed by Tschannen-Moran and Hoy (2001) and adapted to Turkish by Çapa et al. (2005), the TCAS adapted to Turkish by Saban, et al. (2004) from Borich (1996), and the Attitude towards Teaching Profession Scale that Üstüner (2006) developed. The results showed that teaching anxiety was significantly negatively related with teacher self-efficacy beliefs and with attitudes towards teaching profession whereas there was a positive relationship between attitudes towards teaching profession and teacher self-efficacy beliefs of the participant teacher candidates studying both in the faculty of education and those in the pedagogical formation certificate program. In terms of teaching anxiety, the results revealed that the teacher candidates studying in the faculty of education had significantly higher level of teaching anxiety in each dimension, i.e. self-centered, task-centered, and students-centered, as well as in general level of professional anxiety compared to those studying in the pedagogical formation certificate program. Fuller and Case (1972) argue that self-centered concerns about teaching appeal first, followed by task-centered concerns and student-centered concerns, respectively as teacher candidates gain experience in teaching. Thus, based on the results of their study, the researchers claim that the reason why teacher candidates in the faculty of education had higher level of task-centered and student-centered teaching anxiety than those in the pedagogical formation certificate program may be because of the experience faculty students gain through practice teaching courses in their teacher education program. The researchers suggest for

further research that qualitative studies need to be conducted to deeply investigate teacher self-efficacy beliefs and teaching anxiety along with their sources.

2.4. Summary of the Literature Review

In the literature so far, the phenomenon of anxiety has been studied in relation to teaching from different perspectives and with different foci. While some researchers investigated the teaching anxiety of in-service teachers, some others were interested in pre-service teachers. In addition, some studies aimed to examine what types of teaching anxiety are experienced the most and the least by teachers and teacher candidates whereas some others aimed to investigate whether there is a sequential progress through the development of the different types of teaching anxiety. Moreover, many researchers investigated teaching anxiety of pre-service teachers with a focus on the effect of teaching practicum on the experiences of pre-service teachers regarding the phenomenon.

Furthermore, the majority of the previous studies investigated teaching anxiety through employing quantitative instruments and within quantitative research designs. In most studies with quantitative designs, it was revealed that teachers and teacher candidates have a moderate level of teaching anxiety in total. However, it is also seen in the results that they have higher or lower levels of anxiety in the different types of teaching anxiety. This indicates that these differences need further investigation to provide more in-depth understanding of the phenomenon. Considering the foci and perspectives of the previous studies, it can be implied that the phenomenon of teaching anxiety has been investigated with a more restricted point of view. This, in turn, may have resulted in neglecting certain issues, the further investigation of which might provide a more detailed understanding of the phenomenon. For this reason, considering that qualitative research helps provide an in-depth understanding of the investigated phenomena or constructs, this present study is designed with a qualitative research design. In this context, it is aimed in this study to explore the phenomenon of teaching anxiety with a more holistic point of view from the perspectives of pre-service teachers from various departments before they attend teaching practicum. This way it

is aimed to elicit the experiences of pre-service teachers regarding teaching anxieties with a lessened effect of department and teaching experience differences to provide more in-depth understanding of the phenomenon.

CHAPTER 3

METHOD

This study aims to explore teaching anxiety and its sources from the perspectives of pre-service teachers. It is also aimed to take pre-service teachers' suggestions as to reduce teaching anxiety. This chapter presents the study's design, participants, data collection instruments, data collection procedures and data analysis, consecutively. Then, trustworthiness of the study is described and the limitations of the study are presented in the end.

3.1. Design of the Study

A definition of qualitative research is stated as "an inquiry process of understanding based on a distinct methodological approach to inquiry that explores a social or human problem" (Creswell, 2013, p. 324). Qualitative research differs from quantitative research in terms of approaches to inquiry. In qualitative research, the assumptions, strategies of inquiry; and methods of collecting, analyzing, and interpreting the data are different from those of quantitative research (Creswell, 2009).

Qualitative research enables conducting in-depth studies about a variety of topics, and includes five distinctive features. First, qualitative research studies the meaning of individuals' lived experiences in their natural contexts. Second, it helps represent the participants' views and perspectives. It also conveys the contextual condition of the lives of individuals. Moreover, it adds insights into existing concepts to help explain human behavior. Lastly, instead of depending on a single source to provide evidence and draw conclusions, multiple sources are sought to be employed in qualitative research (Yin, 2011).

This research is designed with the phenomenological design, which is one of the qualitative research designs. Phenomenological studies focus on the comprehension of uniqueness of events with an emphasis on interpretive analysis (Yin, 2011).

The phenomenology design focuses on the phenomena that we are aware of but do not have in-depth and detailed understanding (Yıldırım & Şimşek, 2011) and aims to understand the essence of a group of individuals' lived experiences around a phenomenon (Patton, 2002). In this study, the experienced phenomenon is the teaching anxiety of pre-service teachers. Since the phenomenology design is claimed to be effective in studying affective, emotional and intense experiences of individuals (Merriam, 2009), it is determined to be used in this study to explore the teaching anxiety phenomenon so as to develop a detailed understanding of the phenomenon.

In accordance with the nature of qualitative studies, phenomenology studies may not provide precise and generalizable results. However, they can provide examples, explanations and experiences that may later help understand the phenomenon better and in more details (Yıldırım & Şimşek, 2011). In this sense, this study does not aim to provide generalizable findings since generalizability is not an issue in qualitative studies (Creswell, 2013). Therefore, the findings of this study cannot be generalized.

3.2. Research Questions

Moustakas (1994) suggests that two broad questions are asked to participants in phenomenological research in order to figure out (1) what they have experienced in terms of the phenomenon, and (2) what contexts or situations have affected their experiences of the phenomenon. These two main questions aim to contribute to the description of the experiences of participants related to the investigated phenomenon, and to the development of an understanding of the participants' common experiences of the phenomenon (Creswell, 2013).

In this vein, this study aims to explore the teaching anxiety of pre-service teachers along with the sources of their anxiety, and their suggestions to reduce teaching anxiety. In line with the aim of study, three research questions emerged to reveal what

pre-service teachers experience in terms of teaching anxiety, to find out what causes anxiety in pre-service teachers regarding teaching, and to examine what could be done to reduce teaching anxiety from the perspective of pre-service teachers. Therefore, the research questions of the study are stated as follows:

1. What are the anxieties that pre-service teachers experience related to teaching?
2. What are the sources of anxieties that pre-service teachers experience related to teaching?
3. How can teaching anxiety be reduced from the perspectives of pre-service teachers?

To answer these research questions, a semi-structured interview protocol was prepared to collect data from pre-service teachers.

3.3. Participants of the Study

As Creswell (2012) remarks, participants in qualitative research are identified through purposeful sampling, based on individuals who can help researchers understand the central phenomenon explored in a study in the best way. In the same vein, Patton (1987) states that purposeful sampling strategies enables the investigation of incidents that might contain enormous information so they can be very helpful in exploring and explaining phenomena and incidents.

In other words, Patton (2002) asserts that participants in qualitative research are selected on the basis of being information rich. In this study; therefore, participants are selected among senior pre-service teachers that are enrolled in a faculty of education so that their participation can provide the study with intended data to deeply understand the explored phenomenon (Yıldırım & Şimşek, 2011) from the intended perspectives, i.e., those of pre-service teachers.

Criterion sampling is among the widely employed strategies in purposeful sampling, and it suggests the cases be selected with the intent of meeting the predetermined criteria in a study (Patton, 2002). In this sense, the criterion sampling strategy is

employed in this study that aims to explore teaching anxiety from the perspectives of pre-service teachers.

In the present study, the criteria determined for selecting the sample include being a senior who completed the first three years of study in the faculty and having taken all the methodology and pedagogical courses offered by their departments until the fourth year of the program. The reason for determining these criteria is that the target group is expected to be in the eve of taking the practice teaching course offered in the education faculties of universities, which is the primary source of opportunity for pre-service teachers to have teaching experience in real classroom context and to improve themselves in terms of teaching. Since it is claimed in the literature that pre-service teachers may have anxiety before taking practice teaching course despite the theoretical courses they have taken until then, it is aimed in this study to take their views on the phenomenon before they take practice teaching course in the fourth year of the program. This way, it is intended to eliminate the possible effect of teaching experience on the teaching anxiety experienced by pre-service teachers.

Creswell (2012) asserts that there are a few cases or individuals to be studied in qualitative research. Since qualitative research aims to present the complexity of the collected information, the addition of each case or individual to the study decreases the researchers' ability to provide in-depth understandings of the central phenomena. Correspondingly, Yıldırım and Şimşek (2011) suggest that it is natural that sample is limited because the design of the study requires collecting data from participants through long and maybe more than one session of interviews. The number of the sample can also be small based on the possibility that there are few individuals who experience the phenomenon being explored in a particular study.

In line with these, 20 pre-service teachers participated in this study to explore teaching anxiety, until the collected data reached the saturation point where no distinct and novel expression was obtained by the participants (Frankel, 1999).

The descriptive information of the participants of the study is presented in Table 3.1 below, including the department, year in the program, gender, and age of each participant.

Table 3.1*Descriptive Information of the Participants*

Participant Number	Department	Year in the program	Gender	Age
P1	Foreign Language Education	4	Female	22
P2	Elementary Science Education	4	Female	22
P3	Foreign Language Education	4	Male	21
P4	Foreign Language Education	4	Female	25
P5	Elementary Mathematics Education	4	Female	26
P6	Foreign Language Education	4	Female	23
P7	Foreign Language Education	4	Female	22
P8	Foreign Language Education	4	Female	21
P9	Foreign Language Education	4	Female	22
P10	Foreign Language Education	4	Female	28
P11	Elementary Science Education	4	Female	23
P12	Elementary Mathematics Education	4	Female	23
P13	Foreign Language Education	4	Female	23
P14	Foreign Language Education	4	Female	24
P15	Elementary Mathematics Education	4	Female	25
P16	Mathematics Education	4	Female	22
P17	Elementary Science Education	4	Male	22
P18	Elementary Mathematics Education	4	Female	26
P19	Elementary Mathematics Education	4	Female	23
P20	Elementary Mathematics Education	4	Female	23

As Table 3.1 presents, among the 20 participants of this study, all of them were senior students enrolled in a faculty of education at a state university located in the Central

Anatolia/Turkey. The participant pre-service teachers were enrolled in four different teacher education programs. While 10 of the participants of the study were enrolled in the department of Foreign Language Education, three participants were in the Elementary Science Education department. Among the rest of the participants, six of them were enrolled in the department of Elementary Mathematics Education while the other one was a student in the department of Mathematics Education, which trains teacher candidates to work in secondary level schools. As for the gender of the participants, 18 of them were female while two participants were male. Lastly, the age of the participants ranged from 21 to 28 years, with an average of 23 years.

3.4. Data Collection Instrument

In qualitative studies, one of the most frequently used sources for collecting data is interviewing (Creswell, 2013). In interviews, open-ended questions are asked in order for the participants to express their thoughts and experiences without the restriction of the researchers' perspectives or previous research findings (Creswell, 2012). According to Cohen et al., (2007), interviews allow both interviewers and interviewees to discuss how they interpret the world that they live in, as well as to express their consideration of situations from their own perspectives.

In interviews, prompts are helpful for interviewers in clarifying the topic or questions. On the other hand, probes are helpful in asking for further extension, elaboration, providing more details, or qualifying the responses taken from an interviewee. These are considered as useful in order to address the typical features of interviewing, which include the richness and depth of responses, comprehensiveness and honesty of interviews (Cohen et al., 2007).

Yıldırım and Şimşek (2011) state that interview is one of the main data collection instruments in phenomenology studies. In order to discover the experiences and meanings regarding the phenomenon, it is necessary to use the interaction, flexibility and probing opportunities that interviews provide for researchers.

A widely preferred technique while employing interviews in qualitative research is using semi-structured interviews that contain a pre-prepared schedule and open-ended questions, which allow for extending, elaborating on and clarifying the responses of participants through prompts and probes during the interview sessions so that a detailed exploration of the phenomena can be done (Cohen et al., 2007). Moreover, in semi-structured interviews, the interviewers have the opportunity to focus the dialogue on the issues they consider important and more related to their studies to obtain detailed information from the interviewees (Denzin & Lincoln, 2018).

Therefore, semi-structured interview protocol was prepared by the researcher and was employed as the instrument to collect data in this study to obtain participants' views about the teaching anxiety phenomenon and answer the research questions of this study.

While constructing the interview questions, the literature and theories related to the investigated phenomenon were reviewed. The questions were later shared with five experts to ensure the content and face validity of the protocol. Among the five experts, one is a full professor, another one is associate professor, and two of them are assistant professors in the department of Educational Sciences in universities. The remaining expert holds a doctorate degree in the field of Curriculum and Instruction and works as a lecturer in a university. The necessary changes and adaptations were done based on the reviews of the experts on the interview protocol, focusing on the wording of question statements and formulating probing questions to elicit more in-depth views of interviewees on the explored phenomenon. Then, a pilot interview was held with a pre-service teacher that meets the criteria of the sampling of the study. The pilot interview necessitated no change in the interview questions. Thus, the finalized interview protocol (Appendix A) involves 18 main questions in two sections as to elicit the personal information and views on teaching anxiety of pre-service teachers. Afterwards, interviews were conducted with 20 pre-service teachers individually within the Fall term of 2019-2020.

3.5. Data Collection Procedure

First of all, upon the construction of the interview protocol to be employed in the study while collecting data, the application to the Human Subjects Ethics Committee at Middle East Technical University was done. After receiving the permission of the Committee (Appendix B), the data collection process of the study was officially started with sharing the invitation call to the study and asking for the participation of volunteers. The data of the study were collected in the Fall semester of 2019-2020 academic year.

In this process, first the pre-service teachers that meet the sampling criteria of the study were contacted via an e-mail containing the call text for participation that informs them about the study and asks for their participation in the study on a voluntary basis. Once the volunteer pre-service teachers had contacted the researcher for participating in the study, an online meeting was planned according to the convenience of the meeting time for both the researcher and the pre-service teachers.

It is of great importance that researchers develop an interaction environment with interviewees that is based on trust and empathy because interviewees can express their experience and meanings that they were not aware of or did not thoroughly think about beforehand in such an environment (Yıldırım & Şimşek, 2011). Taking this into consideration, before conducting the interviews, each participant was fully informed about the purpose of the study and it was confirmed that confidentiality regarding their participation will be provided and maintained throughout the whole process of the study. The participants were guaranteed that they could leave the interview whenever they wanted and that the data they would provide in the interview will not be shared with third parties and will not be used by any purpose other than that of the study. The participant pre-service teachers were also required to sign and deliver the informed consent form (Appendix C) to the researcher. In accordance with the accessibility and preference of the participants, the data were collected through semi-structured interviews that were held via Zoom, which is a web-based application for organizing online meetings. With the approval of each participant, interviews were recorded to help in transcribing the interviews and prevent data loss. Later, those records were

transcribed verbatim to prepare and organize the data for the analysis. After finalizing the transcriptions, the coding procedure began.

3.6. Data Analysis

The focus of data analysis in phenomenology studies is on discovering the experiences and meanings. Thus, the content analysis done regarding this purpose intends to theorize the data and produce themes that can define the phenomenon. The results are generally presented in a descriptive way and include direct quotations frequently (Yıldırım & Şimşek, 2011).

Creswell (2013) asserts a similar process for data analyses in phenomenology studies. It is suggested that after obtaining data in relation with the research questions of the study, the researcher highlights certain statements, sentences and quotes that are considered to be significant in terms of providing participants' understanding of the experienced phenomenon. Later, out of these significant statements, the researcher forms clusters of meanings into themes (Moustakas, 1994) to present the data.

Merriam (2009) claims that all the data obtained from interviews, documents, and field notes in qualitative research are content; therefore, the analysis of all qualitative data is content analysis.

In light of all these suggestions, a similar process was followed in this study to analyze the data obtained from the interviews with the participants and to present the analysis. In this study, content analysis was used to analyze the data collected through interviews with the participants. During the data analysis process, the steps suggested by Creswell (2009) were taken into consideration. In that sense, the collected data were organized and prepared for analysis as the first step. In this step, the data collected through interviews were transcribed verbatim, and then all the data were read through to get a general sense and to reflect on the overall meaning of the information provided in the collected data. Then, the coding process started to analyze the data in accordance with the related literature and tendency of participants' responses. Later, the codes emerged were categorized into themes that were formed based on their similarity and

relatedness. Then, sample statements and quotations were selected to be presented in order to provide textural description to convey the meaning of themes and codes emerged out of the related responses of the participants (Creswell, 2013).

The data analysis was done by using MAXQDA, which is a software program used for increasing the speed and efficiency of the data analysis process by enabling researchers to organize and sort information more easily, and develop codes and themes more efficiently by allowing for taking notes throughout the process.

3.7. Trustworthiness of the Study

Although the natures of qualitative and quantitative research differ from each other, reliability and validation in qualitative studies still need to be established. However, different terms are used to refer to reliability in validity in qualitative research in different perspectives, usually referred to as trustworthiness (Creswell, 2013).

In this study, among various validation strategies, triangulation and peer debriefing were adopted to contribute to the credibility of the study. First, triangulation refers to making use of multiple sources, methods, theories, and investigators to supply confirmatory evidence to develop in-depth understanding of phenomena (Patton, 2002; Creswell, 2013). According to Denzin (1970; 1978), who initially introduced the concept of triangulation into qualitative research as a validation strategy, it refers to combining different methodologies while studying the same phenomenon, and implies that the research is considered or constituted from at least two perspectives (Denzin & Lincoln, 2018). In addition, Patton (2002) asserts that the strategy of triangulation provides diverse views on the investigated phenomenon and increases the credibility of the analysis by enhancing the conclusions drawn through the analysis. He suggests four kinds of triangulation that help verify and validate the qualitative analysis. These consist of methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation.

In this study, the analyst triangulation was employed to contribute to the validation of the data analysis. In analyst triangulation, multiple analysts review the findings. This

way, it was also aimed to eliminate the doubts about lone analyst and single-perspective interpretations (Patton, 2002). For triangulating analysts in this study, a fellow researcher was required to review the data with the aim of reducing the potential bias of single person getting involved in analysis (Patton, 2002) and providing a single perspective to the study.

As for peer debriefing, a researcher who has been involved in related studies in the field associated with the researcher in the research processes to increase the credibility of the study by being constantly informed about and expected to question the methods, meanings, and interpretations in the study (Creswell, 2013).

For the sake of ensuring transferability, purposeful sampling was employed in this study (Yıldırım & Şimşek, 2011). Moreover, the guidance of the supervisor throughout the research process has been present to contribute to the dependability and confirmability in this study (Yıldırım & Şimşek, 2011).

3.8. Limitations of the Study

As in every piece of research, this study has certain limitations resulting from various factors. First, Cohen et al. (2007) highlight that interviews as data collection tools are considered to be expensive in time, open to interviewer bias, and may be inconvenient for respondents. Also, interviews are at risk of being endangered because of interviewee fatigue. In addition, anonymity of the participants may be difficult in interviews. These may be valid for any research that employs interviews for collecting data. Thus, these may have posed a limitation for this study, as well by making the participants not share all they could to provide more in-depth understanding of the phenomenon investigated in this study.

In a similar vein, because of the COVID-19 pandemic, educational institutions have been carrying out distance education since the mid-March 2020. The data of this study were collected during the 2019-2020 Fall semester. However, since the term was carried out through online education, the researcher did not have any chance to conduct face-to-face interviews with the participants. Instead, the interviews were held online.

This situation may have caused a problem regarding the trust of the participants in confidentiality issues in terms of revealing their identities on a record, and they may have hesitated to share their experiences and views about the phenomenon investigated because a record of the interviews was taken although it was based on the permission of each participant of the study.

CHAPTER 4

FINDINGS

The aim of this study is to explore the teaching anxiety of pre-service teachers along with the sources of their anxiety. In addition, suggestions to reduce anxiety from the perspective of pre-service teachers are also aimed to be elicited within the scope of this study. In line with the aim of the study, the data were gathered from 20 pre-service teachers that are enrolled in a teacher training program in Turkey. The data of the study were collected through semi-structure interviews held with the participant pre-service teachers. The interviews intended to elicit the experiences of pre-service teachers regarding teaching anxiety and their suggestions to reduce it, as well. In this context, pre-service teachers were expected to share their experiences in relation to the three research questions of the study, which are about the teaching anxieties that they experience, the sources of their anxieties, and their suggestions to reduce teaching anxiety, respectively. The qualitative data gathered through interviews with pre-service teachers were analyzed with content analysis.

This chapter contains the findings of the present study based on the data obtained to investigate the research questions of the study. Therefore, the findings are separately presented in relation to each research question of the study. Each section of the chapter presents the theme and sub-themes emerged out the content analysis of the data collected regarding each research question of the study. At the end of the chapter, a brief summary of the findings is provided.

4.1. Teaching Anxieties Experienced by Pre-service Teachers

The first research question of the present study aims to reveal what pre-service teachers (PSTs) experience in terms of teaching anxiety. In this regard, the first question was

asked as “What are the anxieties that pre-service teachers experience related to teaching?” The views of the participant pre-service teachers gathered via semi-structured interviews were analyzed through content analysis. The findings of the analysis of the first research question have produced three themes related to the teaching anxieties of pre-service teachers, which are presented in Table 4.1 below.

Table 4.1

The themes and sub-themes regarding the first research question

Research Question 1:	Themes & Sub-themes
1. Teaching Anxieties	<ul style="list-style-type: none"> 1.1. Self-centered anxieties <ul style="list-style-type: none"> 1.1.1. Adaptation 1.1.2. Security 1.1.3. Relations 1.2. Task-centered anxieties <ul style="list-style-type: none"> 1.2.1. Starting to work 1.2.2. Instructional processes 1.2.3. Management-related issues 1.2.4. Excessive workload 1.2.5. Facilities and resources 1.3. Student-centered anxieties <ul style="list-style-type: none"> 1.3.1. Building rapport with students 1.3.2. Handling individual differences 1.3.3. Ensuring students' learning 1.3.4. Enhancing motivation of students

As Table 4.1 shows, the themes emerged for the first research question are named as (1) self-centered anxieties, (2) task-centered anxieties, and (3) student-centered anxieties. Each of these themes will be presented in detail in the following sections.

4.1.1. Self-centered Anxieties Experienced by Pre-service Teachers

Based on the findings related to the first research question of the study, the first theme of teaching anxieties that pre-service teachers experience in relation to themselves are called as self-centered anxieties, which consist of three sub-themes. The sub-themes regarding the self-centered anxieties of pre-service teachers can be seen in Table 4.2.

Table 4.2

The sub-themes regarding the self-centered anxieties of pre-service teachers

<i>Theme</i>	<i>Sub-themes</i>
1. Self-centered anxieties	1.1. Adaptation 1.2. Security 1.3. Relations

The Table 4.2 presents that there are three sub-themes of the theme called self-centered anxieties. These sub-themes are named as adaptation, security, and relations.

4.1.1.1. Adaptation

First of all, the first sub-theme of self-centered anxieties is called “adaptation”. The findings of the study show that pre-service teachers experience anxiety about their adaptation to novel situations that they will encounter in near future, including new environments and teaching profession. That is, they are anxious about adapting to a new environment after they graduate and start teaching somewhere else. Some of the participant PSTs stated the followings:

When I think about starting to teach, if I get appointed to a village, I believe I will have a lot of problems. The reason is that I was born and studied in large cities. The village life is not a life-style that I am accustomed to. For this reason, I am really anxious about adapting to such an environment. (P7)

It is not valid only about the East. It is said that even in certain districts of Istanbul, there are schools where toilets are not sanitized. Also, it is not only about educational issues. There are areas where individuals cannot have a social environment. (P11)

I have anxiety about the culture difference of the region in which I am going to work. There are some environments where people think that girls must not go to school. Moreover, teachers are not respected in some environments. (...) Because of this mentality, as a woman teacher candidate, I have anxiety about working in such an environment and adapting to there. (P19)

Moreover, pre-service teachers reported that they have anxiety about adaptation to the teaching profession and whether they will be motivated for the profession once they start teaching. As for adaptation to profession, a PST expressed her anxiety as follows:

It may be hard in the beginning to adapt, when I would step in the classroom for the first time and start teaching. I am the responsible one there for the education of those people. It causes anxiety in me that I have all that responsibility. (P9)

In regard to being motivated for the profession, some of the PSTs stated that they enjoy either preparation or evaluation parts of teaching more than the instruction part because they find these processes more attractive and enjoyable. Some of them further added to explain their anxiety that “teaching is somewhat intrinsic, an inborn characteristics of individuals” (P3). However, when PSTs could not find this in themselves, they tend to developed anxiety in terms of lacking motivation for teaching. To illustrate, one of the PSTs stated her anxiety regarding her motivation for the profession as follows:

I enjoy studying in a teacher training program. Maybe I assume that I will enjoy teaching because I do not have any field experience in teaching. Thus, I am also concerned about whether I would be motivated for it once I start working. (P12)

Furthermore, the anxieties of pre-service teachers about adaptation to the profession include continuity in the profession, as well. They indicated that they have anxiety about how long they could stay in the profession even though it gives pleasure to them. In relation to this, PSTs stated that:

What I am anxious about the most is whether I could adapt to profession enough to continue teaching for many years. It gives pleasure to teach now; however, I do not know if I could do it for years. (P6)

I have never thought about having another job when I was a sophomore or junior in the program. However, when I became a senior, I found myself questioning whether I would continue teaching after 5 or 10 years of being a teacher once I accomplish everything in teaching that I want to do. (P15)

4.1.1.2. Security

The second sub-theme of self-centered anxieties is called “security”. The findings reveal that PSTs are anxious about their psychological, physical, and financial security after starting teaching.

In terms of psychological security, PSTs are found to have anxiety about experiencing mobbing and being restricted in terms of what they want to do regarding teaching. Some of the PSTs stated that:

A friend of mine has told me that she has been exposed to mobbing at school by colleagues because she graduated from a better university than theirs. She told that her colleagues do not help her in any problem when she consults them. Her colleagues tell her that she can get over her problems on herself because she must know better than them as a graduate of a highly-respected university. I am anxious about being exposed to mobbing like my friend. (P6)

I feel anxious when I think about experiencing mobbing by others in the future. Some people will make fun of me as I make an effort to teach better. I do not actually care about being mocked. What I am concerned about is that they might attempt to demotivate me by mobbing because they do not make any effort for teaching. (P14)

In addition, PSTs stated that they find the restrictions at schools unnecessary and meaningless to some extent, which makes them feel psychologically insecure about their autonomy and effectiveness in teaching. That is, they expressed that they have

anxiety about being restricted from doing something for the good of their teaching only because of these unnecessary restrictions of the administration. To illustrate, the following is stated by a PST:

I would feel anxious and angry if the quality of my teaching decreases because of the restrictions at school, especially by the administration when I try to do something freely on my own. (P9)

Among the anxieties related to psychological security, the PSTs are also found to feel anxious about getting negative reactions and being held responsible for failure. As for the former, PSTs stated that they are anxious about getting negative reactions from parents or administrations, such as being considered to be demanding too much from students, when their aim is to help students achieve more. As for the latter, PSTs stated that the tendency of parents and administrators to put the blame on teachers when students fail makes them anxious. To illustrate, the following is stated by a PST about the responsibility for failure:

Recently, there has been a tendency to hold teachers responsible for everything. This really makes me sad. It is believed that if a student is successful, it is the success of the student. However, if a student is unsuccessful, it is the failure of teachers. (P5)

Moreover, PSTs have indicated that they have anxiety about financial security in terms of whether their income will be enough and satisfying for them. The PSTs indicate that they find the salaries of teachers low to get by and have all they need. An example statement of a PST is as follows:

Teachers raise many students to be doctors, engineers, lawyers in the future. Since the teacher factor is highly important, their income should be satisfying. Even in Maslow's taxonomy, it is stated that individuals must be able to meet their needs to show progress. To do that, teachers should be paid enough to get by and meet their needs. (P4)

As for the physical security, the anxieties of PSTs are centered around physical violence, and abduction. The PSTs believe that there is lack of security for teachers almost all across the country. They indicated their fear of abduction and getting hurt

once they start to teach in state schools after appointment. To illustrate, the followings were stated by PSTs:

I have anxiety about the insecurities of the teaching profession. I mean there is no security for teachers in any terms. (...) Violence can be used by anyone towards teachers, even from parents and administrators. (P1)

I fear that I may not get back what I deserve in return of my effort. I am anxious about not being respected and being subjected to violence of parents. We unfortunately witness parents using violence towards teachers frequently. That makes me anxious about it. (P5)

I think teaching is a profession which is generally not satisfying in financial terms. Also, working as a teacher can be difficult, especially in certain regions where teachers are treated badly and being exposed to violence. I think it is a negative point of the teaching profession. (P11)

4.1.1.3. Relations

The third and last sub-theme of self-centered anxieties is called “relations”. According to the findings, pre-service teachers experience anxiety regarding their relations with colleagues, administrators, and parents of students, as well. They are also anxious about not being supported and respected by those in the work environment. Some PSTs pointed to their anxieties about relations as follows:

Colleagues are really a separate part of my anxieties. You have to work together with the teachers of the same branch. You have to have a relation with them. However, I observe that teachers are not supported in many issues. Thus, these all demotivated me much. I believe that there is a problem with the relations with colleagues. (P15)

What actually gives me anxiety is the school administration. (...) How will our relations be? If the administration makes promises that will be not be kept, I do not think I can put up with it. (...) In such a case, I would be looking for ways to leave that institution as soon as possible. (P10)

Some other PSTs stated the following to express their anxiety regarding the relations with parents:

I feel anxious about that my efforts may be in vain sometimes. The parents may not show respect to me and what I try to do for their children. We see that happening a lot of times. This makes me have anxiety. (P5)

I think the most difficult part of teaching is the parents. It may be really difficult to communicate with them, please them, or satisfy them. They want to hear good things about their children but it may not be the case all the time. It may not be possible for a teacher to convince parents about it. (P6)

4.1.2. Task-centered Anxieties Experienced by Pre-service Teachers

As the findings of the study have revealed, the second theme regarding the anxieties that pre-service teachers experience in relation to the task of teaching and their role are called as task-centered anxieties, which cover five sub-themes. The sub-themes regarding the task-centered anxieties of pre-service teachers can be seen in Table 4.3.

Table 4.3

The Sub-themes regarding the task-centered anxieties of pre-service teachers

<i>Theme</i>	<i>Sub-themes</i>
2. Task-centered anxieties	2.1. Starting to work
	2.2. Instructional processes
	2.3. Management-related issues
	2.4. Excessive workload
	2.5. Facilities and resources

The Table 4.3 presents that there are five sub-themes of task-centered anxieties. These sub-themes consist of starting to work, instructional processes, management-related issues, excessive workload, and facilities and resources.

4.1.2.1. Starting to Work

To begin with, most of the pre-service teachers are anxious about whether they could start working after graduation. Many of the PSTs stated that they study for the

examination to get appointed to state schools. It is stated that the long process of the examination for appointment scares PSTs about appointment. As some PSTs stated:

I think appointment is one of the biggest anxieties of my friends and mine. A few days ago, the Ministry declared that there will not be appointment of a great number of teachers. We were disappointed about this declaration. (...) I am afraid that people will have to consider working at private schools. I think the biggest problem of teacher candidates in Turkey is appointment to state schools. (P15)

My first goal is to get appointed to a state school. Thus, I study for the examination. Since it will be my first classroom experience and I will be closer to students, I struggle with these issues a bit nowadays. (P2)

Regarding the anxieties regarding starting to work, besides appointment, PSTs also have anxiety about job guarantee. They are anxious about whether they would find a job in case they could not get appointed, and whether they would have a guarantee to continue working.

4.1.2.2. Instructional Processes

The second sub-theme of task-centered anxieties is “instructional processes”, which covers the preparation, conducting teaching, and assessment and evaluation aspects of instruction.

First, some of the PSTs stated that they find the process of preparation to class, including developing materials, as demanding and tiring. In that vein, PSTs stated that teacher candidates receive quality and detailed education focusing on the importance of key issues in their field and they learn to develop materials accordingly to be more effective in instructional processes. However, they find it challenging and tiring to develop materials that they could not get any of the feedback or answers that are expected from students.

Secondly and most importantly, many of the PSTs have anxiety about conducting effective teaching. Their anxiety is related to conveying information, eliminating

misinformation, handling unexpected situations, adapting to needs, being an enthusiastic teacher, and fear of regression.

As for conveying information, PSTs indicated that they have anxiety about not being able to convey information to students although they know the information well. Similarly, they are also found to be anxious about failing to deal with the misconceptions of students. One of the PSTs stated that:

Students may have certain misconceptions that they bring with themselves from the past. Those misconceptions of students are among the biggest anxieties of mine. I am anxious about not being able to help students correct their misconceptions by clearly explaining the misconception, and to teach the correct concept. (P12)

Moreover, in respect to unexpected and undesired behaviors, PSTs are found to have anxiety about not being able to handle the behaviors that they do not expect to come across. PSTs stated that they are anxious about being alert to the instant and unexpected situations during teaching, and handling such situations effectively without interrupting the flow of instruction. In addition, PSTs stated that they have anxiety about adapting instruction to students' needs. That is, they are anxious about making their instruction appropriate for the level of students. They also have anxiety about having a contingency plan for adapting the instruction according to the flow. As one of the PSTs stated:

Sometimes adapting to needs may be difficult and make me anxious. That is, I may need to adapt an activity when students cannot get it. Making such an adaptation takes time; thus, I would need to adapt the rest of the instruction accordingly, which may be really hard to do. (P7)

As regards to the anxieties regarding effective teaching, it is also found that being an enthusiastic teacher and fear of regression are included there, as well. In other words, PSTs are found to be anxious about losing enthusiasm for teaching, and stopping to make effort to improve their teaching. As a result of these, they are also anxious about the regression of their teaching skills in time. A PST stated the following about her anxiety:

I learn about many theories and methods now, and I plan to implement those in my teaching. However, I sometimes feel anxious about what if I would stop making effort to implement those and be a regular teacher who lost enthusiasm for teaching. This scares me to some extent. (P11)

The findings have also shown that PSTs have anxiety about the assessment and evaluation of students. They stated that they consider the assessment and evaluation as the most difficult part of instruction. Also, they stated that they do not feel themselves competent enough in assessment and evaluation because of their anxiety. One of the PSTs believes that “being fair in assessment and evaluation is one of the most complicated things” for her (P10). She added to explain her anxiety that:

We can obviously get nowhere with an education system which is based on rote learning. (...) When a student has a problem in the day of examination, I cannot assume that s/he has not learnt the content correctly because of the errors s/he made in the exam. If I do, I think it would be unfair both for me and for the student. I believe that exams are not tools that can reliably assess student achievement and the effectiveness of instruction. (P10)

4.2.1.3. Management-related Issues

It has been also revealed that PSTs have anxiety related to management issues, including classroom management and time management. First, almost all of the PSTs expressed having anxiety about classroom management. A common consensus among PSTs is that although they have learnt about theoretical information about how to manage a classroom, they are still anxious about putting those theories into practice successfully and being able to sustain classroom management when they start teaching. To illustrate, PSTs stated the followings:

I learn many teaching strategies in the program. However, I have anxiety about not being able to use those strategies because of failing in classroom management. (...) Since we have not observed and had experience in a classroom setting, we all have that anxiety about classroom management. (P8)

A teacher's responsibility may seem as simply teaching a topic. However, I believe that if I cannot manage the noise, crowd and behaviors of students in class, it would be difficult for me as a teacher to deliver instruction

appropriately. In that sense, I am anxious about managing all students in a classroom. (P12)

Some of the PSTs expressed their anxiety about classroom management focusing on managing crowded classrooms and maintaining authority in the classroom. As stated by PSTs:

In a classroom, you have to know the needs of all students so that you can teach them appropriately and maintain the classroom management. It may be much more difficult to keep the balance between different students in the classroom, especially when the classroom is crowded. (P15)

Classroom environment scares me a lot. I am really anxious about being in a classroom and having an authority there. (...) It gives me anxiety to think that students may not listen to me and be busy with something else during the lesson because I could not maintain authority in the classroom. (P8)

Included in the management issues, almost all PSTs are found to have anxiety about time management, as well. They indicated that teachers need to do a lot of things at once to fulfil their duties regarding teaching while continuing their social life at the same time. To illustrate, the followings are stated by PSTs:

I have anxiety about managing the time for planning, preparing for and after teaching periods. Teachers have a social life besides their profession. Thus, they need to manage the time well. What I am anxious about is to be able to spare enough time for preparing material, assessing students' works, and so on. I do not know if I would be able to do all I have to do on time. (P1)

My biggest anxiety is about time management. I spend a lot of time to prepare materials for teaching but I am not sure if I will have enough time to use them in class. I get anxious when I think about what will happen if I run out time earlier than planned. (...) I instantly check the time during lessons in order not to exceed time allocated for each activity. (P9)

4.1.2.4. Excessive Workload

As for the forth sub-theme of task-centered anxieties, pre-service teachers indicated that they have anxiety regarding the excessive workload once they start teaching at an institution. They stated that teachers may be required to work even at the weekends to

fulfil their duties at school and to get prepared for instruction, especially if they work in a private school. Pointing to their anxieties regarding labor exploitation and extra or bureaucratic duties, PSTs stated the following:

I think teachers are not paid enough considering their effort. There is labor exploitation in terms of economical, moral and material aspects. It makes me anxious to think about this labor exploitation. However, I believe that teachers working at either state schools or private schools are exploited. (P15)

I am anxious about getting too many extra duties from the principal that are not related to teaching. This may demotivate me for teaching. (P5)

I tend to procrastinate my duties in my daily life, which causes me to have problems with time management. Therefore, I am anxious about having time management problems if I get extra or bureaucratic duties by the school administration because I may procrastinate my routine duties to fulfil those extra ones. (P12)

4.1.2.5. Facilities and Resources

As regards the task-centered anxieties, PSTs are found to be anxious about the lack of facilities and resources both for themselves and for students. They emphasized the adverse effect of the problems with facilities and resources on teachers and students at school. As stated by some of the PSTs:

I have learnt a lot in teacher education program. However, I doubt if I would be able to make use of what I have learnt here. There is a big problem at schools about having enough facilities and lacking resources, especially at state schools. When I think about this problem, I get anxious about how to teach students effectively without the necessary facilities and resources. (P11)

The lack of facilities at schools gives me anxiety because the current conditions are not satisfying in terms of the sufficiency of facilities provided at schools. Some students do not have access to computer and internet in many regions. Therefore, I am disappointedly aware that things will not be as I plan now because of lacking necessary resources and facilities at school. (P16)

4.1.3. Student-centered Anxieties Experienced by Pre-service Teachers

In accordance with the findings of the study, the third theme regarding the anxieties that pre-service teachers experience focusing on students are called as student-centered

anxieties, which comprise four sub-themes. The sub-themes regarding the student-centered anxieties of pre-service teachers are shown in Table 4.4.

Table 4.4

The Sub-themes regarding the “student-centered anxieties” of pre-service teachers

Theme	Sub-themes
3. Student-centered anxieties	3.1. Building rapport with students 3.2. Handling individual differences 3.3. Ensuring students' learning 3.4. Enhancing motivation of students

The Table 4.4 presents that the student-centered anxieties involve four sub-themes. These sub-themes consist of building rapport with students, handling individual differences, ensuring students’ learning, and enhancing motivation of students.

4.1.3.1. Building Rapport with Students

First of all, the first sub-theme of student-centered anxieties of pre-service teachers is found to be related to whether they can build rapport with students. Their anxieties are mainly centered around their relations with students and knowing about students.

The findings have shown that the first and foremost anxiety of all of the participant PSTs is in regard to their relations with students. They indicated being anxious about whether their relationship with students will be healthy. They expressed their anxieties focusing on students’ attitudes towards them. They stated the followings regarding these anxieties:

Will my relations with students be healthy? Will I say something to trigger them during lesson? I think about such questions and get anxious. (P9)

Attitudes of students towards me may affect my attitude towards them in return. For that reason, if students approach me with a negative attitude, I do not know if I could stay positive for them. (P16)

When you love students, they may sometimes attempt to make use of your love towards them. (...) If they show me negative attitudes, such as disrespect, I may feel obstructed to do what I intend to. (...) I actually have anxiety about building rapport with students. I do not believe that rapport will be built quickly. Of course we will communicate as I step in the classroom; however, I do not think that the relations will be excellent at first. (P20)

As some PSTs stated, they are also anxious about being able to communicate with foreigner students in their classroom. They have anxiety about communicating with students without a common language. To illustrate, the following is stated:

There are refugee children in classrooms. They do not know Turkish. I have anxiety regarding how I can help those students. (P5)

Besides relations, another anxiety of almost all PSTs is stated to be related to knowing about students. PSTs are found to be anxious about being familiar with students, and knowing about the problems and issues that students have so that they can build rapport with students. While expressing their anxiety related to knowing about students to build rapport with them, PSTs emphasized the importance of knowing about students' backgrounds, needs, interests, abilities and problems for increasing the effectiveness of the rapport with students. PSTs stated their anxiety as in the followings:

I am highly anxious about breaking my students' heart and losing them because of not knowing them enough. I think it is crucial to know your students well. If you do not know much about them, and about what may adversely affect them, then you may lose your students. (P6)

I believe that it is a must to know your students well to be an effective teacher because you cannot teach someone without knowing them enough. (...) If a student has certain problems but you cannot notice them, you may refer to those problems in your class unconsciously, which may lead the student hate you. (P15)

I am anxious about how to make an introduction to get to know about students in the beginning. (...) It is important for teachers to introduce themselves to students so that they can expect the same from students. Most importantly, teachers need to know about the background of students to detect if there is any issue that may affect the students deeply. (P19)

Furthermore, regarding their anxiety about knowing about students, PSTs also expressed that they need to know about the interrelation of students so that they can help build a classroom environment in which every student can learn. PSTs stated that it is important to observe students' interrelations so that they can prevent or intervene problems that may occur in order to maintain the relations effectively. As an instance, the following is stated regarding this issue:

I am anxious about losing my students because of unintentionally making them feel isolated in the class. I do not know how I should behave to prevent isolation when the interrelation among students is problematic. (P17)

4.1.3.2. Handling Individual Differences

The second sub-theme of student-centered anxieties is related to handling individual differences of students. PSTs stated that each student is unique and has individual differences. Therefore, teaching many students in one classroom is found to cause anxiety in most of the PSTs. The findings have also shown that PSTs' anxiety is related to teaching students at different levels of proficiency in the same classroom without leaving anyone behind. The following is stated regarding the anxieties of PSTs about handling individual differences:

As for students, I think that they will all have different level of proficiency. They will learn at different paces and have different characteristics. While there could be students who are open to communication, learn fast, and ask questions easily, there could also be students who are close to communication, and have learning disability. I am concerned about how to teach all students at the same time in the same classroom, and about whether my teaching will be effective for all of the students. These issues make me anxious. (P2)

PSTs are also found to be anxious about recognizing, approaching, and teaching students who have special needs in the same classroom with others. They are concerned about both the inclusion of those students in the class and their achievement. To illustrate, the followings are stated by PSTs regarding their anxiety about students with special needs:

I have anxiety about teaching students with special needs in inclusive classrooms. I do not know much about how I should behave and what I should do for teaching them. (P11)

There may be students in my class who learn at different paces, need special education or have other individual differences. I am anxious about managing all those students without interrupting the flow of the lesson while trying to deliver instruction. (P12)

4.1.3.3. Ensuring Students' Learning

The anxieties of PSTs about ensuring students' learning make up the third sub-theme of student-centered anxieties. The findings have revealed that PSTs give a great deal of importance to help each student deeply learn the subjects and to make sure that any of the students is left behind others. As stated by a PST:

As a teacher, I would definitely think about whether my students learn what I teach. This is going to be the main question I will keep asking myself. I will teach something; yet will I be sure that they learn it well? I need to make sure that all students have learnt a subject, about which they are going to learn more at higher grade levels. (P12)

PSTs also emphasized that the role of teacher is not only giving instruction but to ensure that every student in the classroom learn. Examples related to this anxiety are given below:

I may run out of time sometimes to teach a subject thoroughly. The idea of leaving any student behind gives me much more anxiety rather than not exceeding the time. Instead of teaching subjects on a surface level, I would prefer to ensure that all students deeply learn what I teach. (P5)

If most of the students understand a subject but some others are confused, I consider it as being related to the teacher rather than to students. I feel anxious and sad when a student cannot comprehend a subject while I am tutoring. (P8)

4.1.3.4. Enhancing Motivation of Students

As for the fourth and last sub-theme of student-centered anxieties, PSTs stated that they have anxiety about how to motivate students and maintain their motivation so that they can learn better and more. They put an emphasis on students' motivation believing that it is not possible for teachers to teach if students are demotivated for a course or lack interest in it. Therefore, they added to their anxiety about motivation that appealing to students' interests is another issue that makes them anxious. They stated that it is of high importance to make teaching appealing to students so that they can get involved in learning. Regarding their anxieties, PSTs stated the followings:

I think the most difficult part in teaching for me would be demotivated students because it is a teamwork. Thus, no matter how much a teacher has high level of motivation for teaching, if students are not motivated enough for learning, they will not learn. (...) That's why it makes me anxious about enhancing and maintaining students' motivation for learning. (P10)

I try to teach students where mathematics can be used; however, students may not be motivated to learn about it. Instead, students want me teach them how to solve problems that they can encounter in exams. When students lack motivation for learning the subject from a different perspective instead of only for problem solving, then I may also lose my motivation. I have anxiety about this situation. (P16)

While tutoring, I used to have difficulty in finding materials that would appeal to all students. When students do not show interest to what you do in class, they do not get involved. Thus, it is important to find materials and activities that appeal to all students' interest. (P6)

Related with enhancing students' motivation, PSTs are found to have anxiety about endearing their lesson to students, as well. They highlighted the relationship between liking a lesson and being motivated for learning it from students' perspective. They believe that it will not be possible for teachers to teach effectively if students do not like and have negative attitudes towards the lesson. For this reason, PSTs showed anxiety regarding endearing the lesson to students. Related examples from PSTs' statements are given below:

We know that when a person does something without loving it, then it becomes difficult for him/her. (...) I believe that students' attitude towards the lesson, besides towards teacher, is an important factor that affect their learning. If they do not like the lesson, they tend to misbehave in class and prevent others from listening to teacher. That's why I have anxiety regarding making students like my lesson. (P15)

Lastly, in terms of enhancing students' motivation, PSTs shared their anxiety about getting students' attention. According to the findings, PSTs consider that getting students' attention is essential to teach effectively. Thus, they are anxious about how to get students involved actively when students are busy with something else during lessons. A sample statement of PSTs regarding the issue is as follows:

Students may sometimes close themselves against what is going on in the classroom, especially during language lessons when teachers speak too much in the target language. The younger the learners are, the worse this problem gets for teachers. (...) I experienced this during tutoring. I was calling the students' name or asking questions but there was no reply because she focused her attention on something else. (P13)

4.2. Sources of Anxieties That Pre-service Teachers Experience Regarding Teaching

The second research question of the present study aims to find out what causes anxiety in pre-service teachers regarding teaching. In this context, the second question was asked as “What are the sources of anxieties that pre-service teachers experience related to teaching?” The views of the participant pre-service teachers on this issue were analyzed through content analysis.

Based on the findings of the analysis of the second research question, three themes have emerged related to the sources of teaching anxieties of pre-service teachers. As presented in Table 4.5, these themes are named as (1) person-related sources, (2) teacher training-related sources, and (3) profession-related-sources.

Table 4.5

The themes and sub-themes regarding the second research question

Research Question 2:	Themes & Sub-themes
2. Sources of Anxieties	2.1. Person-related Sources <ul style="list-style-type: none">2.1.1. Lack of experience2.1.2. Felling of inadequacy2.1.3. Negative past experiences2.1.4. Personality traits2.1.5. Uncertainty of future
	2.2. Teacher Training-related Sources <ul style="list-style-type: none">2.2.1. Inconsistencies in the curriculum2.2.2. Discrepancy between theory and real life practices2.2.3. Insufficiency of practice teaching course2.2.4. Instructor-related issues
	2.3. Profession-related Sources <ul style="list-style-type: none">2.3.1. External influences on teachers2.3.2. Instructional issues

4.2.1. Person-related Sources

In reference to the findings regarding the second research question of the study, the first theme is named as “person-related sources”, and involves the sources related to pre-service teachers themselves that cause anxiety about teaching. As Table 4.6 shows below, there are five sub-themes of the person-related sources that cause anxiety in PSTs regarding teaching,

Table 4.6

The sub-themes regarding the “person-related sources” of pre-service teachers’ anxiety

Theme	Sub-themes
1. Person-related Sources	1.1. Lack of experience 1.2. Felling of inadequacy 1.3. Negative past experiences 1.4. Personality traits 1.5. Uncertainty of future

As presented in Table 4.6, the person-related sources comprise five sub-themes, which consist of lack of experience, felling of inadequacy, negative past experiences, personality traits, and uncertainty of future.

4.2.1.1. Lack of Experience

First and foremost, according to the findings of the study, the lack of experience is found to be the most important and influential person-related source of pre-service teachers’ anxiety regarding teaching. PSTs declared that their anxiety is mainly a result of being inexperienced in teaching. All of the participant PSTs stated that experience is one of the crucial factors that may help PSTs get prepared better and feel more ready for teaching. They claimed that having experience would allow them to be less anxious about many issues that they bother now. Related to these, PSTs stated the followings:

I think most of my anxieties results from being inexperienced because you cannot know something without experiencing it. (...) I do not even know how I would react to and cope with problems since I have not got any experience so far. Therefore, even though we are trained for teaching within the teacher training program, it does not provide you any experience. (P1)

I have anxiety about it already because, as I said, certain aspects of teaching such as time management, material development, etc. are improved through experience and practice. (...) Thus, I have anxiety about classroom management and time management because of my lack of experience. (...)

Also, since I have had no chance to observe a classroom yet, I am too anxious about the probability that my first experience in teaching would be in my own class when I get appointed. (P3)

I feel anxious because of not having any classroom experience so far. I have not even observed a classroom. Thus, I have anxieties about it. (P20)

4.2.1.2. Feeling of Inadequacy

As for the second sub-theme of person-related sources of PSTs' teaching anxiety, the feeling of inadequacy is found to be among the reasons that makes PSTs anxious about teaching. The findings have shown that all of the participant PSTs are anxious about teaching because of feeling inadequate in terms of either knowledge, self-efficacy, or self-confidence.

To begin with the lack of knowledge, PSTs expressed that they have anxiety because of not feeling fully competent in terms of content knowledge and pedagogical content knowledge. They stated that the lack of knowledge leads them to feel less ready; thus, more anxious, to start teaching yet. They also emphasized that teachers cannot lack knowledge in their subject areas if they aim to teach students effectively. Sample statements of PSTs regarding the lack of knowledge as a source of teaching anxieties are presented below:

I think my anxiety is related to content knowledge because I am anxious about losing the authority in the class when students find out that the teacher lacks content knowledge. (...) I think that if students ask a question during the lesson and I cannot answer it, I would lose control and believe that students would never take me seriously as of then. This thought makes me anxious a lot to be honest. (P6)

I know that I lack content knowledge, which is incredible for a teacher candidate. I think I will have problems because of lacking content knowledge. (...) It is a must for teachers to not lack content knowledge. (...) Thus, I consider that the source of my anxieties is the lack of content knowledge. (P11)

For instance, I used to feel incompetent in terms of the probability topic. Thus, I may have problems with teaching it to students, and may need to spend extra effort to study for it before teaching. (...) I think the reason of my anxiety may be lack of knowledge. Let's assume that I know only one or two methods to teach a topic; yet there are many other methods that I do not know. This would make me anxious and make it difficult for me to teach. (P16)

Another issue related with the feeling of inadequacy is found to be the lack of self-efficacy of PSTs. According to the findings, PSTs believe that it is important for teachers to have self-efficacy so that they can stand as an authority in the classroom. Otherwise, it is believed that students would not engage in lessons if they consider their teachers as inefficient. Taking these into consideration, it is revealed that lacking self-efficacy results in having anxieties regarding teaching for PSTs. In that sense, that teachers lack self-efficacy becomes the source of having anxiety about teaching. Pointing to these issues, PSTs stated the followings:

If I do not believe in my efficacy because of not thinking about or not producing something out of, or not seeking for alternative ways to cope with an issue related to teaching, then I tend to develop anxiety. This situation makes me feel like I need to be anxious because of lacking self-efficacy. (P12)

I think that if teachers do not believe in their self-efficacy, they cannot make their students believe in themselves, either. If I know about every aspect of a topic, I need to have self-efficacy as a teacher about conveying that knowledge to my students. I think it is important to convey the message that "I know, so you will learn" to students in order to give them confidence. Otherwise, students would not take you seriously if they perceive that you lack self-efficacy. (P19)

PSTs specifically reported that they are anxious about not being able to answer students' questions when they become teachers. They stated that they would feel themselves inefficient in such situations. A PST stated the following to explain her anxiety:

No matter how much you know; a student may ask you about something that you have never heard of. In such cases I say "I do not know about it now, let's learn it together"; however, it makes me feel bad to say so, and I get really anxious then. (P8)

Furthermore, it has been found that the lack of self-confidence is also among the sources of anxieties that PSTs experience regarding teaching. The findings showed that PSTs believe if teachers feel unconfident, they cannot stand as an authority in the classroom, which in turn causes them to have problems during teaching. For this

reason, it is found to be probable for PSTs to be anxious because of lacking self-confidence.

Self-confidence is important to build authority in the classroom. However, since I lack self-confidence, I have many anxieties. (P14)

A friend of mine is anxious about not speaking fluently, forgetting words, etc. She is unconfident about her English proficiency. She thinks she may forget about everything when she steps in the classroom. I think she is a good English teacher candidate; however, she is anxious about teaching because of lacking self-confidence. (P7)

4.2.1.3. Negative Past Experiences

The third sub-theme of person-related sources of anxiety is found to be related to the negative experiences that PSTs had in the past. According to the findings, the experiences of PSTs in the past either as a student or as a teacher have caused anxiety in PSTs. They expressed the effect of their past experiences on their current beliefs and attitudes toward certain aspects of teaching that they are anxious about now. Since PSTs has had certain negative experiences in the past, they are concerned about encountering similar problems in their classes when they become teachers. Therefore, it has been revealed that negative past experiences of PSTs are considered as a source of their teaching anxiety. To illustrate, PSTs stated that:

I got prepared well for my first micro-teaching session in the second year of the program. However, once my group members and I started to teach, our instructor interrupted and asked many difficult questions to us. Those questions did not actually have a certain correct answer. (...) The instructor claimed he was asking those questions from the perspective of eager and curious students that we might encounter in the future. We wavered a lot between an answer and another one while thinking about those questions. However, we were expected to have clear and certain answers for all questions without any hesitation. This experience made me develop anxiety about my proficiency in content knowledge. (P2)

I had been in a classroom environment for a very short period of time while taking the community service course. As soon as the bell rang, students rushed to go out. Or else, since students were young (5th graders), they wanted to go to toilet during the lessons. They got bored easily and wanted to play outside instead of sitting in the classroom and listening to the teacher. Hearing about

the complaints of students got me stressed. I was aware that it is natural for young learners to get bored of lessons quickly; however, it was not under neither students' nor my control there. Afterwards, experiencing such problems in the classroom led me to have anxiety about both time and classroom management. (P9)

4.2.1.4. Personality Traits

The findings of the study have shown that personality traits are also among the person-related sources of teaching anxieties of PSTs. There are certain personality traits of PSTs that are found to cause them to feel anxiety about teaching. Among these traits, having a quick temper, being serious, having (trait) anxiety, conscientiousness, being passive, and being sentimental are included. PSTs stated that they have anxiety related to various aspects of teaching because of their certain personality traits. Examples regarding the personality traits as a source of anxiety are provided below:

I will surely try to be patient towards students; however, I am still not sure about my reaction to misbehaviors in the classroom. I am anxious about showing negative reaction to adolescent students because I have a quick temper. (...) I think I should develop myself in terms of anger management. I have little cousins. When they misbehave, I get angry with them, too. (...) I think it is about personality traits. (P2)

I am anxious about being too sentimental while approaching students in need. It is about my personality. I am a little sentimental person. At the first stage, I may approach student out of pity, which I know is not appropriate for anyone. Still, I am anxious about not being able to help such students because of being sorry for them at first step. (P10)

Besides the anxieties centered on approaching students and managing time as mentioned above, PSTs are also found to have anxieties about their relations with colleagues because of their personality traits. As an instance, the following is stated by a PST:

I am anxious about how people will react to me and whether or not I would be able to come to an agreement with colleague teachers when there is a disagreement among us. I think the reason of it may be related to my personality traits, in that, I hesitate to warn and correct others' mistakes even if I surely know the correct way because I am afraid of not knowing how the

person will reach to my correction or whether they would agree that they are mistaken. (P12)

4.2.1.5. Uncertainty of Future

The fifth and last sub-theme of person-related sources of anxiety is related to the uncertainty of future. Based on the findings, that the future is uncertain for the PSTs yet leads them to feel anxious about various issues related to teaching. PSTs indicated that they do not have clear plans for future because of the uncertainty in both their personal lives and the situations the world. That is, PSTs stated that they do not know what they will be doing after graduation because they either have not decided on what to do or have concerns about how life will change by the time they graduate. Moreover, PSTs emphasized that their anxiety increases as the graduation date approaches. Since they cannot be sure about the future conditions, PSTs stated that this uncertainty makes them feel anxiety about various aspects of their future lives, including teaching. Regarding their anxieties resulting from the uncertainty of future, PSTs stated the followings:

We are all disoriented at the moment. We all look for options to decide what to do after graduation. Some of us study for the appointment examination one day but quits the next day. Some others intend to apply for a Master's program but quits the idea soon. Everybody is lost in the uncertainty of how future will be like. (P8)

We have concerns about what to do, which field to go on with, etc. There is uncertainty about where to work after graduation. Should I work at private schools or should I get appointed to a state school? Or should I teach at university level? The uncertainty makes me anxious. (P14)

In general, we are anxious about getting a job. We cannot decide whether we should go on academic, or step in a classroom at school. Thus, the biggest anxiety for us appears to be related with uncertainty of our decisions. (P18)

4.2.2. Teacher Training-related Sources

Based on the findings regarding the second research question of the study, the second theme is named as “teacher-training-related sources”, and comprises the sources related to the issues regarding teacher training program that PSTs attend that provoke

anxiety about teaching. As presented in Table 4.7 below, there are four sub-themes of the teacher training-related sources that cause anxiety in PSTs regarding teaching,

Table 4.7

The sub-themes regarding the “teacher training-related sources” of pre-service teachers’ anxiety

Theme	Sub-themes
2. Teacher Training-related Sources	2.1. Inconsistencies in the curriculum 2.2. Discrepancy between theory and real life practices 2.3. Insufficiency of practice teaching course 2.4. Instructor-related issues

Table 4.7 presents that the teacher training-related sources comprise four sub-themes, which consist of inconsistencies in the curriculum, discrepancy between theory and real life practices, insufficiency of practice teaching course, and instructor-related issues.

4.2.2.1. Inconsistencies in the Curriculum

First of all, the findings of the study have revealed that PSTs perceive certain inconsistencies within the curriculum of their teacher training program, which they claim to cause their anxieties related to teaching. The emphasis of PSTs’ anxiety regarding the inconsistencies in the curriculum is found to be on the low load of educational courses compared to higher level subject-matter courses in the curriculum. In addition, it is highlighted by PSTs that since the courses are not interconnected, they cannot make use of many courses because of not taking them in an effective order during the program. To illustrate, sample statements of PSTs regarding these issues are presented below:

Although I am a student in the faculty of education, I have taken only two courses regarding educational sciences. (...) I have taken many courses on linguistics and literature in the department. I am aware that these courses are all valuable. However, I think that we strayed from and fell behind the teaching aspect of the program. (...) I feel like we should have been more engaged in the educational sciences courses. I can say we have not taken any course on pedagogy even though we are in a teacher training program. I think there is inconsistency here. (P3)

I wish we had not taken the courses on advanced mathematics, such as differential equations or linear algebra. Instead of such courses, I wish we could take courses on educational sciences. I would prefer to be trained in my field of teaching instead of advanced mathematics. However, it was not the case. (P15)

We do not take our courses rankly. Instead, we take different courses at different times. Thus, we cannot learn well how we can make use of the information we get in a course. We get aware of the benefits of previous courses later in the program. I believe that some of our courses are wasted because of this inconsistency. I think that these courses could not provide me enough information. (P20)

Related with the inconsistencies in the curriculum as a source of PSTs' anxiety, according to the findings of the study, almost all PSTs are found to be bothered about the disparity between theory and practice in the curriculum. They stated that while there is a great deal of theoretical knowledge provided in the curriculum, which may even reach to an excessive amount in certain cases, there are limited opportunities provided for PSTs to practice the implementation of the theoretical knowledge they learn in teaching contexts. In this regard, PSTs claimed that this disparity between theory and practice in the curriculum provokes their anxiety regarding teaching. Related statements of PSTs are as follows:

I believe that the program is filled with too much theoretical knowledge but nearly no practical opportunity. I mean, for instance, our instructors make us read books and articles; however, we do not discuss these books and articles. We cannot see the connection in between, as well as the reflection of such theoretical knowledge in practice in real life situations. (P1)

I think that the program is not efficient in terms of training us for teaching. It may help us develop in intellectual terms; however, I consider it as poor because of lacking consistency in terms of teacher training. (...) In a sense, we are left alone in the training process. That means, we are provided with theoretical knowledge, yet we are expected to apply it to teaching however we

can. We are not provided with help in terms of creativity and flexibility in teaching with these theories. Therefore, I feel like straying from the program when I get left alone in practicing. (P10)

In addition to the disparity between theory and practice in the curriculum, PSTs have also indicated their thoughts about inefficiency of course content. As they perceive, while some of the courses in the curriculum have quite similar and overlapping with one another, which is found by PSTs to be unnecessary and inefficient; on the other hand, some other courses are believed to lack enough information that will help PSTs get prepared better for teaching. These are considered by PSTs to decrease the efficiency of course contents, as well as to increase their anxiety regarding teaching as they cannot feel that they have learnt enough about teaching. Sample statements of PSTs are given below to illustrate the abovementioned issues:

I believe that teachers have a vital role in finding out students' strength, weaknesses, needs, etc. Thus, I think we all need to have enough knowledge about how to discover students. (...) There are many more issues regarding the special needs of students. Considering these, I think that it would be much better if we were provided with efficient knowledge about teaching students with special needs. In some courses, a few issues are mentioned. However, in general, there is a lack of detailed knowledge. For this, I assume that my anxieties regarding the lack of knowledge, knowing students well, and teaching students with special needs may result from the inefficient course contents in the program. (P5)

I feel like the same content is kept being repeated by instructors in different courses. Those courses are almost the same in terms of their content. When we ask our instructors why it is repetitive, they do not provide reasonable answers. Instead, they say it is because of the requirements of HEC. I would like to learn about different issues in different courses, rather than hearing about similar things over and over. (P10)

Similarly, it has also been found in the study that the heavy workload of the teacher training program adds up to the anxieties of PSTs related to teaching. That is, PSTs think that the program workload is much intense in the last year of the program, which prevents them from focusing on teaching and planning their future actions. This, in turn, leads PSTs to develop anxieties regarding teaching. PSTs stated regarding the program workload that:

We are bothered with many things at once in the last year of the program, so we cannot focus on teaching practice, which is already insufficient and inefficient. I wish the workload would be less intense in the last year of the program. For instance, if we were expected to only take the practice teaching course in the last year without sparing time for any other courses, I believe it would help us a lot in terms of getting confident in teaching. (P15)

I feel like there is a problem with instructors' trust in our efficacy to do something on our own when they behave like the most important course is theirs, and keep on giving too many assignments to us. This provokes my anxiety, in that, the heavy workload causes me to fall behind, and have time management issues. As a result, I feel like lacking self-efficacy for coping with all my responsibilities at once and believe that I will not be an efficient teacher in future because of not being able to do all at once for now. (P19)

4.2.2.2. Discrepancy Between Theory and Real Life Practices

The second sub-theme of the teacher training-related sources of PSTs' anxiety is related to the discrepancy between theory and real life practices of teaching. The findings of the study have shown that PSTs regard what has been taught to them during the teacher training program in terms of theory as not corresponding to how teaching might possibly take place in real life practices. That is to say, PSTs consider it implausible to believe that the theories they learn in the teacher training program are applicable in classroom contexts of real life. Rather, they asserted that those theories are possible to utilize in an ideally-designed utopic educational contexts. In other words, PSTs believe what they learn in the teacher training program has no correspondence in real life; thus, they think that the program does not prepare them well enough for what they will encounter in real life when they start teaching. For this reason, they tend to develop anxiety about teaching because of the discrepancy between theory and real life practices. To illustrate, statements of PSTs that exemplify the related findings are provided below:

I cannot see any relation between what is taught to us in courses based on theories and what we will encounter in real life. Thus, I do not think we are trained well for teaching, at least in the Turkish context. The reason is that there are many variables in Turkey, such as East-West, state-private schools, etc. Considering these all, I think the program does not prepare us well. Thus, we

have anxiety about teaching because what we learn in the program has no correspondence in real life. (P1)

The theories and approaches we learn in the program are not realistic in the context of state schools in Turkey and student profile. This is one of my biggest anxieties. I do not think we will be able to apply what we learn here in my teaching in the future. This makes me anxious. (P3)

We never talk about problems in our courses. In the program, everything is based on excellence. For instance, when we prepare lesson plans, we assume we will teach 20 students in a private school, where there is no individual difference among students. However, this is not realistic at all. Since we do not think deeply about it, we lack awareness of the reality. Therefore, I am anxious about having problems when I encounter reality. (P10)

In relation to the discrepancy between theory and real life practices, PSTs also stressed the unrealistic teaching practices they experience during micro teaching courses in the program. PSTs stated that besides having much limited opportunities to practice teaching before graduation, the teaching practices they conduct within the micro-teaching courses are far from being realistic. That is to say, PSTs complain about the fact that they assume their friends are young learners in a class at a low level of proficiency and require them to act accordingly during the micro-teaching practices. They believe it does not contribute to their improvement in teaching practices. Instead, such unrealistic teaching practices cause PSTs to have more anxieties regarding teaching. Related to this issue, sample statements are as follows:

We conduct micro-teachings as in a scenario. We tell our classmates to act like 8-year-olds, etc. during teaching; however, they cannot, which is quite natural. That is, we never have chance to practice what we will encounter in real life. We only try to demonstrate the theories we learn, yet we never get to see the incompatibility of theories in practice. This inefficiency makes me anxious about conducting teaching in real life. (P9)

I find the methodology courses imaginary. (...) What we do in those courses is based on theory. During micro-teaching, we do teaching to our friends. This is disconnected with real life. (P10)

4.2.2.3. Insufficiency of Practice Teaching Course

The third sub-theme of teacher training-related sources of PST's anxiety is related to the insufficiency of practice teaching course. As the findings of the study have shown, the practice teaching course offered in the teacher training program is considered by PSTs to be insufficient for getting enough experience in teaching before graduation. PSTs emphasized that the practice teaching course is their only opportunity to have teaching experience in real classroom contexts throughout the program. However, they also claimed that this opportunity is provided only in the last semesters of the program, which is found quite insufficient for them to get prepared better for teaching after graduation. For these reasons, PSTs stated that the insufficiency of practice teaching course leads them to have anxiety regarding teaching. Related statements of PSTs regarding this issue are as follows:

(...) My anxiety is a result of the insufficiency of practice teaching course and observation opportunities provided for us throughout 4 years. (P7)

Among all the sources I listed so far, the most influential one is related to the practice teaching. We heard from our instructors that in some other countries, teacher candidates can only have teaching practice throughout a year. However, in Turkey we take practice teaching course simultaneously with other courses in the same year. In this case, it is not possible to get efficiency out of practice teaching. (P15)

Regarding the insufficiency of practice teaching course, PSTs highlighted that they take this course only in the last year of the program. PSTs believed that taking practice teaching course in the last year is insufficient in terms of providing them with opportunity to have teaching experience. Since the course is offered when the PSTs are on the edge of graduation, it is found to cause PSTs to feel anxious about teaching. To illustrate, the followings are stated by PSTs:

I know what it is difficult to arrange practice teaching for pre-service teachers; however, the opportunities could be expanded for us. I think that if we started to take practice teaching courses in the third year of the program, we would feel more confident in teaching. (P6)

That the practice teaching course is offered only in the last year of the program is quite insufficient. In the first semester of the last year, we do observation and

in the second semester, we try to practice teaching, if possible. It would be much better if we started to take practice teaching courses earlier, like in the second or third year, at least. That would enable us to have more experience in teaching. (P16)

4.2.2.4. Instructor-related Issues

The fourth and last sub-theme of teacher training-related sources covers instructor-related issues. Based on the findings, it has been revealed that there are certain issues related to instructors, i.e. teacher trainers, that lead to anxiety in PSTs about teaching. Among these issues, the lack of teaching experience of instructors is the first and foremost one stated by the PSTs. The PSTs indicated that the less teaching experience an instructor has in the field, the lower the credibility and effectiveness of their instruction get from the perspective of PSTs. For this reason, PSTs stated that instructors' conveying theoretical knowledge to PSTs does not prepare them well enough for teaching in the future. Rather, when instructors without any teaching experience in the field try to teach strategies or techniques that cannot be actually used in real life contexts, the PSTs perceive those instructors as inefficient and develop anxiety about teaching. Regarding the lack of teaching experience of instructors, sample statements are presented below:

Some of our instructors offer the young learners course but they have never taught or studied with young learners. I believe that every faculty member should have teaching experience in the field in order to train pre-service teacher more effectively by providing input from their own experiences. (...) When instructors do not have any teaching experience in the field, then they have to confine their instruction to what they can find from outer sources, such as articles, internet, etc., and they overwhelm us by filling the content of their courses with too many terms and theories. (P1)

Although our instructors have great achievements in academy, I have met only a few instructors who had teaching experience in the field. The others were far from the reality in the field. For instance, an instructor once told that students in state schools have B2-C1 level of proficiency in English. It should be true, indeed, in theory; however, they are at A1 level in reality. When such incidents happen in our courses, I wish we could be trained by people who have teaching experience in the field. (P7)

I find it weird that some of our instructors have never taught in the field but they train us in teacher training program. I think that it would be more effective if they could teach us based on their experiences in the field. For instance, my instructor of classroom management course had teaching experience so s/he used to give examples from his/her life. This was quite beneficial for me to hear about the lived experiences of my instructor. However, in my other courses, the instructors did not teach in the field. Thus, all they could was to teach us on a theoretical basis only, which creates anxiety in me. I hesitate how accurate these theories could be in real life when I start teaching. (P11)

Besides the lack of teaching experience of instructors, PSTs also highlighted the effect of the instructors' negative attitudes on their anxieties related to teaching. PSTs stated that when their instructors do not have a supporting and encouraging attitude towards them, then they tend to feel incompetent to become teachers, which in turn makes them feel anxious about teaching. They also believe that instructors' attitudes towards teacher candidates about their efficacy in teaching can cause teaching anxiety for them. PSTs' sample statements regarding the negative attitudes of instructors are as follows:

My instructors do not consider me as efficient to become a teacher. I can easily understand it from their attitudes especially when we, as teacher candidates, intend to criticize them about their teaching styles, etc. (P7)

I feel like there is nothing much that our instructors do to support us apart from teaching. If you individually visit them for consultation, they try to help you. However, there is not much support from instructors that is equally provided for every pre-service teacher. (P10)

4.2.3. Profession-related Sources

With respect to the findings regarding the second research question of the study, the third theme is named as "profession-related sources", which covers the sources associated with the teaching profession that lead PSTs to have anxiety about teaching. As can be seen in the Table 4.8 below, there are two sub-themes of profession-related sources of PSTs' anxieties regarding teaching.

Table 4.8 shows that the sub-themes of profession-related sources of PSTs' anxiety about teaching are in relation to the external influences on teacher and the instructional issues.

Table 4.8

The sub-themes regarding the “profession-related sources” of pre-service teachers’ anxiety

Theme	Sub-themes
3. Profession-related Sources	3.1. External influences on teachers 3.2. Instructional issues

4.2.3.1. External Influences on Teachers

Based on the findings of the study, the first sub-theme of profession-related sources of anxiety is centered around the external influences on teachers. That is to say, PSTs reported that there are several factors that cause them to feel anxious about teaching in the future. These factors are found to consist of the low prestige of the teaching profession, the expectations from teachers, and the negative teaching experiences of others.

To begin with, the findings have shown that PSTs have anxiety regarding teaching because of the fact that teaching is not considered as a highly prestigious profession. Rather, PSTs stated that there is a perspective in the society that devaluates the prestige of teaching profession. In addition, they indicated that teaching is being looked down on, undervalued, and not respected in the society. PSTs also added that teaching is even considered by some in the society as an ideal profession for females, devaluing the effort put in teaching. Some of the statements of PSTs regarding the low prestige of teaching are presented below:

What makes me anxious is the thought of people that “s/he will be only a teacher”. That means, people consider teaching as a simple and laborless profession. Even more, some people tell me “that’s a great profession for woman”, implying that it is a profession that does not require to have many skills, to put much effort, etc. (P9)

The source of my anxiety is that the society does not appreciate teaching much in general. I mean, the importance of the profession is neglected in the society.

This affects my anxiety level a lot. Moreover, when I say that I study in the faculty of education, most people show displeasure, unfortunately. (P13)

Teachers are not valued much by others. They are even looked down on. At least, the people around me get disappointed when I tell them I will be a teacher. (P16)

Moreover, according to the findings of the study, PSTs are found to consider the expectations from teachers as demanding, which causes them to have anxiety about teaching. PSTs stated that teachers are expected to perform excellence under any circumstances, which is claimed to cause anxiety in them regarding teaching. They indicated that the fear of not being competent enough to meet this expectation of excellence leads them to develop anxiety. To illustrate, the followings are stated by PSTs:

I have anxiety related to content knowledge because in the second year of the program, the instructor of methodology course expected excellence from all teacher candidates. I am actually a confident person. However, the expectation of excellence of that instructor caused me to develop anxiety about not being competent enough in content knowledge. I always stumble or my knees knock together in the courses I take from that instructor out of anxiety. (P2)

I am anxious because of not being able to meet the expectations. They definitely expect teachers to be excellent. (P6)

I feel bad when I think about telling students “I do not know about it right now. I’ll look it up and tell you later” because the expectation from teachers is to be a walking dictionary. (P7)

They expect you to be totally perfect, and good at everything. I will of course confess to students that I do not know the answer of their questions, etc. However, when I think about the expectation from me as a teacher, I get anxious. (P12)

Furthermore, the findings of the study have shown that hearing about or witnessing the negative teaching experiences of other teachers may cause anxiety about teaching in PSTs. They stated that as they learn about or be a part of negative teaching experiences of others, they tend to expect to have similar negative experiences in the future. That is to say, PSTs are found to develop anxiety about teaching as a result of

learning from others' negative experiences in teaching. Regarding this issue, PSTs stated that:

My cousin is a mathematics teacher. When she got appointed for the first time, she was being told off by the school principal because of the low achievement of students in the ranking of the city. I got surprised when I first heard about it because she was already working in a village school and the students were in bad conditions when she got there. She was trying to make students happy somehow but the principal got her sad by holding her responsible of the failure. I have anxiety about being in a similar position as my cousin. (P6)

I have anxieties because all of the graduates of our department have gone through similar problems. Moreover, when I talk to my teachers in high school, they also tell that they have to deal with many issues. Therefore, I think that I will have such problems, too. (P14)

4.2.3.2. Instructional Issues

The second sub-theme of profession-related sources of PSTs' anxiety covers instructional issues. As the findings of the study have shown, there are mainly two issues regarding the instructional context that creates anxiety for PSTs. These issues are found to be related to online education and the grade level to teach.

According to the findings, PSTs' first and foremost anxiety about teaching stems from online education. That is to say, the ongoing process of online education makes PSTs have certain anxieties about teaching in terms of two main aspects.

First, PSTs indicated that online education makes them anxious about teaching in the future because they cannot have enough and efficient experience and observation opportunities. That is, since both the K-12 and the higher education institutions go on with online education currently, PSTs cannot attend classes face to face in the context of practice teaching course. Thus, as they stated, they lack their chance to have experience in a classroom context. As a result of these, PSTs believe that they cannot get prepared well enough for teaching, which in turn causes anxiety in them regarding teaching. To illustrate, sample statements of PSTs are as follows:

In terms of theory, I believe that we are trained well enough. However, in terms of practice, I think that we could be trained better in face-to-face education. I

think we fell behind in terms of practice during the online education process. (P18)

Many things have changed this year in online education. (...) We could not be in a classroom environment. This makes me, and my friends, afraid of the future. We are anxious about how effective the practice teaching course will be for us. (P19)

Secondly, PSTs expressed their anxiety stemming from online education in terms of the hardships of teaching online in the future. They stated that in online education they may not be able to use all strategies, methods, materials, and so on that they have learnt in the teacher training program to conduct more effective teaching. In addition, it is found that the necessity to utilize technology in the whole process of teaching makes PSTs anxious about teaching online in the future. Regarding these, PSTs stated the followings:

I could not foresee that online education would be difficult this much. (...) I realized that I cannot keep up with all my duties in online education. Since we are restricted in many aspects, both receiving and giving instruction are more difficult in online education. Our instructors were already utilizing technology in our courses; however, teaching with only technological tools is much difficult than I thought it would be. For this reason, my anxieties increased more and more in this process as I experienced the difficulties. (P15)

I have anxiety in terms of teaching online. I believe I could be more effective in teaching face-to-face. For instance, I cannot use many of the methods in my online lessons. This decreases the effectiveness of my teaching, which makes me anxious about teaching online. (P17)

Based on the findings of the study, the second one of the instructional issues that cause anxiety in PSTs is found to be based on the grade level that PSTs are going to teach. PSTs stated that they have anxiety about teaching students in particular grade levels, such as elementary, secondary, or eighth-grade, twelfth-grade, etc. As they indicated, PSTs are anxious in terms of either causing any misconception in students at a critical period of their education, such as in the senior years of each level, or dealing with the behaviors and attitudes of students at certain grade levels, such as the adolescents in eighth-grade and high school level. Sample statements of PSTs are presented below:

Young learners are too much demanding. This is actually something nice but it can be tiring. Sometimes I may not keep up with their demands and this is a really tiring process. You continuously need to find songs, create games, and so on. Moreover, you need to be energetic all the time while working with young learners. These all make me anxious about working with young learners because of not being able to meet their needs on time. (P8)

My anxieties may change based on which grade level I will teach. There is a huge difference between 5th and 8th graders in terms of students' behaviors, attitudes, needs, etc. Moreover, 8th graders are in the edge of adolescence. I have anxiety because of all of these differences. Maybe that's why I would like to teach 5th graders the most. (P11)

4.3. Suggestions of Pre-service Teachers to Reduce Teaching Anxiety

The third research question of the present study aims to examine what could be done to reduce teaching anxiety from the perspective of pre-service teachers. In this respect, the third question was asked as “How can teaching anxiety be reduced from the perspective of pre-service teachers?” The views of the participant pre-service teachers were analyzed through content analysis.

Table 4.9

The themes and sub-themes regarding the “suggestions of pre-service teachers” to reduce teaching anxiety

Research Question 3:	Themes & Sub-themes
3. Suggestions of PSTs	3.1. Teacher Training-based suggestions <ul style="list-style-type: none"> 3.1.1. Creating more opportunities for teaching experiences 3.1.2. Enhancing interaction with instructors 3.1.3. Organizing course content 3.1.4. Sharing Experiences with teachers in the field 3.2. Individual-based suggestions <ul style="list-style-type: none"> 3.2.1. Acquiring teaching experience 3.2.2. Getting prepared for future instruction

According to the findings of the analysis of the third research question, two themes have come out regarding the suggestions of pre-service teachers to reduce teaching anxiety. As shown in the table 4.9, the themes are named as (1) teacher training-based suggestions, and (2) individual-based suggestions.

4.3.1. Teacher Training-based Suggestions

Based on the findings related to the third research question of the study, the first theme of PSTs' suggestions to reduce teaching anxiety is on the basis of the teacher training program they attend. Thus, it is called as “teacher training-based suggestions”, which consist of four main sub-themes. The sub-themes regarding the teacher training-based suggestions of pre-service teachers are shown in Table 4.10.

Table 4.10

The sub-themes regarding the “teacher training-based suggestions” of pre-service teachers to reduce anxiety

Theme	Sub-themes
1. Teacher Training-based suggestions	1.1. Creating more opportunities for teaching experiences 1.2. Enhancing interaction with instructors 1.3. Organizing course content 1.4. Sharing Experiences with teachers in the field

As Table 4.10 presents that there are four sub-themes of the theme called “teacher training-based suggestions”. These sub-themes are in relation with creating more opportunities for teaching experiences, enhancing interaction with instructors, organizing course content, and sharing experiences with teachers in the field.

4.3.1.1. Creating More Opportunities for Teaching Experiences

According to the findings of the study, the first and foremost suggestion of PSTs regarding how to reduce their teaching anxiety is found to be related to teaching experience opportunities for PSTs. That is to say, PSTs suggested that there should be more opportunities for them to have teaching experience during the teacher training program. They made their suggestions about creating more opportunities for teaching experiences by emphasizing both the regulation of current opportunities for the practice teaching course, and the arrangement of opportunities for classroom observation.

First, PSTs stated that the practice teaching course that they take in the last semesters of the teacher training program is not enough for them to get prepared well enough to teach in the near future. Therefore, PSTs suggested that certain regulations may be done in the practice teaching course in a way that it enables PSTs to have teaching experience efficiently. Additionally, PSTs are found to consider the practice teaching course as being offered quite late for them to have experience in teaching. For that, they suggest that they should be offered with opportunities to practice teaching earlier. To illustrate, PSTs stated the followings regarding the suggestions about regulating practice teaching opportunities:

We take the practice teaching course in the last year of the program. I think it is too late to take it in the last year to visit schools and practice teaching. Instead, I would suggest that PSTs could have observation opportunities in the second and third year of the program where we could have a chance to observe and practice what we learn in methodology courses. I think it would instill confidence in us for teaching, and the whole process of teacher training would change then. (P8)

Teaching anxieties could be reduced during the practice teaching course. However, since we cannot take this course face to face, the graduates of this year have more anxiety about teaching. Considering this, I suggest that PSTs could be provided with more opportunities to be in the field. I believe that PSTs' anxieties will be reduced if they are given opportunities to have teaching experience in terms of either observation or practice in the field. (P18)

Additionally, regarding the regulation of practice teaching opportunities, PSTs indicated that they find the practice teaching course insufficient in terms of providing

enough opportunities for having teaching experience. Thus, PSTs suggested that there should be more opportunities for them to experience teaching in classroom settings.

As stated by a PST, the suggestion is as follows:

We visit schools within the context of practice teaching course. However, we do not conduct lessons for students there. In some departments of education faculty, PSTs were provided with an opportunity to conduct teaching within the context of community service course. If all PSTs in all teacher training programs could be offered such opportunities, I believe it would be great for PSTs to experience teaching. (P5)

Moreover, emphasizing the need for more observation opportunities, PSTs stated that it could enable them to figure out what expects them in the future and to increase their readiness level for it. To illustrate, PSTs made their suggestions as follows:

It would help a lot if we were offered a course in the first year of the program based on classroom observation. (P13)

We are expected to be ready for teaching in the fourth year of the program; however, we are not provided with enough opportunities to get ready. For this reason, I would suggest that we could be offered courses based on classroom observation in the second and third years of the program. I believe it would be much more beneficial for us. (P20)

4.3.1.2. Enhancing Interaction with Instructors

Based on the findings of the study, the second sub-theme of teacher training-related suggestions of PSTs to reduce anxiety is focused on enhancing the interaction between PSTs and their instructors in the program. As PSTs stated, they need to feel free to contact instructors about their anxieties or problems with teaching, and to get their help more. They believe that if instructors encourage them more, they could feel less anxious about certain issues regarding teaching. To illustrate, PSTs stated the followings:

I think the instructors could help PSTs more about reducing their anxieties. That is, rather than telling us what types of problems we can encounter if we do something wrong in teaching, instructors could approach us with a more facilitative and encouraging manner. We are also human beings and can make

mistakes. Thus, if instructors could have more relaxing and positive attitude towards us, it could be better for us. (P2)

Sometimes I need to visit my instructors and consult about my anxieties, yet I hesitate about it in order not to take their time. I feel like they are all too busy to spare time for such issues. If they could be more approachable, it would be better. (P10)

4.3.1.3. Organizing Course Content

The third sub-theme of teacher training-based suggestions of PSTs to reduce anxiety is centered basically around organizing course contents offered in the teacher training program. According to the findings of the study, the suggestions of PSTs are based on balancing theory and practice within course content, enriching course content, and decreasing the workload of the program.

To begin with, PSTs are found to consider the ratio of theory and practice in courses as unbalanced. They indicated that while courses cover too much theory, there is little chance for practice in course contents. Upon claiming to be overloaded with theory while getting no chance to see it in practice, PSTs suggested that theory and practice should be balanced in terms of their ratio in course contents. Regarding this, the suggestion is stated by PSTs as follows:

I think most of the courses are based on theory; they are not practical much. My friends in the same department agree with me about this issue. Thus, I would suggest that increasing the practical aspect of courses may increase the effectiveness, as well. (P4)

As for courses, I think they are not insufficient much in terms of content. However, the practice of what we learn should be increased. For instance, we took classroom management course but everything was taught over theories. We were told “if this happens, do that”; however, there is no chance to practice these theories to see if they would really work. Thus, I think it is not much effective. (P16)

Moreover, the findings have shown that PSTs think that content of some courses could be enriched. In addition, it is also suggested by PSTs that there should be courses added in the program in accordance with the needs of the age and the interests of PSTs to

equip them better for teaching. To illustrate, the following suggestion is stated by PSTs:

You may be more interested in a specific field in your department, such as literature; however, there are not enough elective courses based on that field. Or, it is the age of technology, and we are expected to integrate technology in our teaching. However, there are not many courses about integrating technology. Considering these, I believe that there needs to be more elective courses offered to teacher candidates within the teacher education program so that we can develop ourselves in accordance with our interests and needs. (P1)

As the findings have revealed, another suggestion of PSTs to reduce anxiety regarding the organization of course content is focused on decreasing the workload of the program. PSTs claimed that the program workload gets excessive especially in the last year, when they are expected to take the practice teaching course. PSTs stated that the effectiveness of the practice teaching course decreases when they have to cope with other courses and requirements at the same time. Considering this, PSTs suggested that the program workload could be decreased in a way to allow PSTs to focus on having teaching experience before graduation. As stated by PSTs, the suggestion is put forward as follows:

I suggest that the number of courses in the 4th year of the program needs to be decreased. There are some courses in the last year that could be offered in the third year, instead of the 4th year. This would increase the effectiveness of those courses, as well as the time allocated for teacher candidates to prepare for graduation. (...) Teacher candidates may be bothered by many issues in the last year, such as taking the examination for appointment or applying to graduate schools, etc. However, since the program workload is too intense, they cannot spare enough time for each. Thus, I suggest that the intensity of the program workload in the last year should be decreased. (P4)

I wish we could take only the practice teaching course in the last year so that we could focus on teaching better. (P15)

4.3.1.4. Sharing Experiences with Teachers in the Field

Based on the findings of the study, the fourth and last sub-theme of PSTs' suggestions to reduce anxiety is related to sharing experiences with teachers who work in the field.

PSTs proposed their suggestions focusing on the benefits of networking with graduates of the teacher training program that they currently attend, and of meeting different teachers all across the country to share their experiences in the field.

First, PSTs emphasized that they need to know about what the graduates of their program do after graduation. They believe that getting to know about the graduates may help them be aware of the possibilities in the future and predict their actions after graduation accordingly. Thus, they suggest that there should be an attempt to facilitate networking of PSTs with graduates to promote their interactions within the context of the teacher training program. To illustrate, the following is stated by PSTs:

I think that it would be beneficial for us, teacher candidates, if we could get together with the previous graduates of our department each week. (...) It would be helpful if they told us about what they do, how their work environment is, and the advantages and disadvantages of their profession. We can come together in webinars, seminars, etc. regularly for it. (P13)

I suggest the networking between inexperienced pre-service teachers and experienced in-service teachers should be established. This would help us a lot in terms of being aware of what expects us in the future. (P14)

The other suggestion of PSTs to reduce anxiety is found to be regarding meeting different teachers who work in every part of the country. They believe that meeting teachers in the field would enable them to widen their horizon and increase their readiness level to start teaching somewhere they have never been before. For this reason, they suggest that there should be opportunities, such as seminars, webinars, etc. for PSTs to get together with in-service teachers working in different regions of the country to share their experiences with PSTs for reducing their anxiety. As stated by PSTs, the related suggestion is as follows:

The most effective thing to reduce anxiety is to talk to experienced in-service teachers because you realize that they also went through certain anxieties before starting to teach. Maybe our anxieties are different from theirs, yet still they can ease ours. (...) Their experiences can also help us a lot in reducing our anxieties because it is difficult to have a realistic insight about the field within the teacher training program compared to hearing teachers' directly shared experiences. (P3)

We can come together with in-service teachers to share their experiences more. I believe this would reduce our anxieties. (P6)

4.3.2. Individual-based Suggestions

Based on the findings regarding the third research question of the study, the second theme is named as “individual-based suggestions”, which covers the suggestions of PSTs on the basis of individuals to reduce teaching anxiety. As presented in Table 4.11 below, there are two sub-themes emerged out of the PSTs’ suggestions to reduce teaching anxiety.

Table 4.11

The sub-themes regarding the “individual-based suggestions” of pre-service teachers to reduce anxiety

<i>Theme</i>	<i>Sub-themes</i>
2. Individual-based suggestions	2.1. Acquiring teaching experience 2.2. Getting prepared for future instruction

As Table 4.11 shows, there are two sub-themes of the individual-based suggestions of PSTs to reduce anxiety. These are focused on acquiring teaching experience and getting prepared for future instruction.

4.3.2.1. Acquiring Teaching Experience

According to the findings of the study, the first sub-theme of the individual-based suggestions of PSTs to reduce anxiety is regarding acquiring teaching experience out of the context of teacher training program. PSTs stated that besides the opportunities that could be provided within the teacher training program, PSTs can make an effort to acquire teaching experience before graduation.

First off, it is essentially suggested that PSTs should tutor, if possible. It is claimed that tutoring would help PSTs get involved in teaching more closely and cope with their existing anxieties regarding teaching. In addition, it is believed that working with different students individually helps teacher candidates to know more about student

profiles, which helps them a lot both during the teacher education process and for their future teaching career. To illustrate, PSTs suggested that:

I strongly suggest that teacher candidates should tutor as much as possible because (...) tutoring helps teacher candidates to improve their content and pedagogical knowledge as they need to study the content and look for ways to teach it effectively to students. (P12)

I believe that tutoring is the best favor pre-service teachers can do for themselves to gain experience and reduce anxieties during the teacher training process. (P19)

Furthermore, PSTs also indicated that teaching at an institution may be beneficial for PSTs to have teaching experience in classroom settings, which would prepare them quite realistically for their future instruction after graduation. PSTs emphasized that having classroom experience before starting to work as a teacher may help them increase their awareness of what they could encounter in teaching, how they could prevent problems, and how they can cope with issues regarding teaching in the future. In that sense, having teaching experience is believed by PSTs to help reduce their anxieties regarding teaching. Their suggestion is as follows:

I started to teach at an institution in the third year of the program. When I realized that what I learnt in the program is parallel to what I do in the classroom, I wanted to improve myself in teaching more and more. (...) Thus, I suggest that, if possible, teacher candidates can work at an institution because once you start teaching, your anxieties reduce. (P6)

As you work as a teacher somewhere, and have experience in teaching, the scenarios that would come to your mind increase, and you think more about how to deal with those scenarios if you encounter them again. Knowing about the possible issues you may come across in the future increases the readiness level. If I am ready, I am less anxious about teaching. (P9)

4.3.2.2. Getting Prepared for Future Instruction

As the findings of the study have revealed, the second sub-theme of the individual-based suggestions of PSTs to reduce anxiety is related to getting prepared for future instruction through individual attempts. That is to say, PSTs believed that it is of high importance that PSTs develop themselves and accumulate materials that they could

make use of while teaching in the future. Among these individual attempts, PSTs emphasized that preparing lesson plans and sharing materials with other PSTs could be beneficial for them in the long run. As stated by PSTs:

I suggest that if teacher candidates have time, they should prepare lesson plans and create problems to use in their future teaching career. I believe that preparing lesson plans helps teacher candidates to develop themselves. (P12)

I believe that preparing lesson plans in advance increases the quality of teaching a lot. (P19)

I find it very helpful that I share materials and lesson plans with my friends from the department. We try to reduce our anxieties by supporting one another through sharing what we have. We believe that the more materials we have, the better we feel for teaching in the future. (P2)

Last but not least, regarding the individual attempts of PSTs to reduce their anxiety, PSTs also suggested that they should develop themselves continuously to become more effective in teaching in the future. The following is stated regarding this suggestion:

We, teacher candidates, need to develop ourselves in every aspect. For instance, if we have problems with controlling anger, we need to learn how to deal with it so that we would not reflect it to our future students. (...) Furthermore, we need to develop ourselves in terms of both using technology in teaching and teaching students how to use technology in their learning. (P1)

4.4. Summary of the Findings

In this study, the phenomenon of teaching anxiety has been explored from the perspective of pre-service teachers in terms of their experiences regarding teaching anxiety, the sources of their anxiety, and their suggestions to reduce teaching anxiety of pre-service teachers. A summary of the findings based on the content analysis of the collected qualitative data is presented below in the context of each research question of the study.

First of all, the first research question of the study aims to explore teaching anxieties that pre-service teachers experience. The findings have revealed three main themes for the teaching anxieties experienced by the participant pre-service teachers. These

anxieties were grouped as self-centered anxieties, task-centered anxieties, and student-centered anxieties.

To begin with self-centered anxieties, the pre-service teachers reported their anxieties regarding teaching based on themselves. Under this theme, the most frequently expressed anxieties include adaptation, security, relations, and efficacy belief of pre-service teachers. As for the task-centered anxieties of pre-service teachers, five sub-themes have emerged out of the content analysis. These consist of starting to work, instructional processes, management-related issues, excessive workload, and facilities and resources provided for teaching. With respect to the student-centered anxieties of PSTs, four sub-themes have emerged. These comprise building rapport with students, handling individual differences of students, ensuring students' learning, and enhancing students' motivation.

Secondly, the second research question of the study aims to investigate the sources of teaching anxiety experienced by pre-service teachers. The findings have shown that three main themes emerged for the sources of PSTs' anxieties. These consist of person-related sources, teacher training-related sources, and profession-related sources.

To begin with person-related sources, it has been found that PSTs' anxieties may stem from lack of experience, feeling of inadequacy, negative past experiences, personality traits, and uncertainty of future. Regarding teacher training-related sources, the sub-themes included are the inconsistencies in the curriculum, discrepancy between theory and real life practices, insufficiency of practice teaching, and instructor-related issues that cover lack of teaching experiences and negative attitudes of instructors. Lastly, profession-related sources are found to involve external influences on teachers, such as low prestige of the profession, high expectations from teachers, and negative experiences of teachers. Instructional issues based on online education and grade level are also included among the profession-related sources of PSTs' anxiety.

Lastly, the third one of the research questions of the study aims to extract the suggestions to reduce teaching anxiety from the perspective of pre-service teachers. Two themes have emerged for this question, which are the teacher training-based suggestions, and individual-based suggestions. First, teacher training-based

suggestions consist of creating more opportunities for teaching experiences, enhancing interaction with instructors, organizing course content, and sharing experiences with teachers in the field. Last but not least, individual-based suggestions of PSTs to reduce teaching anxiety include acquiring teaching experience through tutoring and working at an institution, and getting prepared for future instruction by making lesson plans, sharing materials among PSTs, and developing personally for the profession.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter presents the discussion and implications of the findings of the study. First, a brief summary of the findings is provided for each research question, and the findings are discussed in line with the related literature. Then, implications are presented for practice and future research.

5.1. Discussion of the Findings

This study aims to explore the teaching anxiety that pre-service teachers experience along with the sources of their anxiety. The suggestions for reducing teaching anxiety were also aimed to be taken from the perspectives of pre-service teachers. In this section, the discussion of teaching anxieties, sources of anxieties, and suggestions to reduce teaching anxieties are discussed consecutively with reference to the related literature.

5.1.1. Teaching Anxieties Experienced by Pre-service Teachers

In regard to the first research question of the study, the participant pre-service teachers were interviewed to elicit their experiences regarding teaching anxiety. The findings were reported in line with Fuller's (1969) conceptualization, i.e., as self-centered, task-centered, and student-centered anxieties.

Above all, in the first conceptualization of teaching anxieties (Fuller, 1969), it was claimed that anxieties occur progressively. That means, first self-centered anxieties arise, followed by task-centered ones. Then, student-centered anxieties occur finally in time as a person has more experience in teaching. However, the later re-conceptualization (Fuller et al., 1974) of teaching anxiety suggested that it is possible

for all three categories of anxieties to occur simultaneously at any stage of teaching, regardless of the amount of experience a person has in teaching. In this study, the content analysis findings have shown a relation to the re-conceptualization of anxieties. That is to say, the pre-service teachers that participated in this study reported having teaching anxieties regarding all categories, i.e., self-centered, task-centered, and student-centered anxieties.

5.1.1.1. Self-centered Anxieties

First of all, during the early stages of teacher education, pre-service teachers have been claimed to have anxieties regarding themselves, such as adequacy and adaptation to the teaching profession (Fuller, 1969). In line with this argument, the participant pre-service teachers are found to have anxieties related to themselves in this study. The self-centered anxieties that the pre-service teachers experience have been found to be related to issues of adaptation, security, relations.

To begin with adaptation, as Collie and Martin (2016) claim, it is essential that teachers have adaptability because teaching necessitates keeping up with constant change. In this study, pre-service teachers stated that they have anxiety related to adapting to both the new environment where they will work in the future and the profession. This finding is consistent with previous studies conducted with pre-service teachers (e.g., Kyriacou & Sutcliffe, 1978; Murray-Harvey et al., 2000; Cabı & Yalçınalp, 2009) that conclude adapting to a novice environment may be an anxiety of pre-service teachers regarding their future career in teaching, in terms of adapting to the social environment, value judgements, and acceptance by the people living where they are going to work. Moreover, in this study, most of the pre-service teachers are found to plan to work in state schools. Since novice teachers are usually appointed to disadvantaged schools because of the huge lack of teachers there, this means that they will probably move to another city after graduation, which they consider will be difficult for them to adapt to the new environment. During the interviews, PSTs indicated their anxiety about adaptation to the new environment by focusing on the living conditions and local people's reactions to teachers or outsiders. This finding is

in line with what Kyriacou and Sutcliffe (1978) argue that poor working conditions and weak school environment are among the anxieties regarding teaching. As Murray-Harvey et al. (2000) also suggest, it is natural for teacher candidates to feel anxious about adapting to unfamiliar environments. The explanation of PSTs' anxiety about adaptation may be that once pre-service teachers graduate from teacher training programs, they are expected to step into classrooms and start teaching directly. This direct transition from being a student to being a teacher in the classroom may cause anxiety in pre-service teachers.

Furthermore, the findings of the content analysis have shown that PSTs are anxious about whether they will be motivated for teaching and stay in the profession for a long time. Motivation is an important factor that affects the decision of teachers to continue or drop out of the profession. Therefore, this finding is seen to be in line with what Bruinsma and Jansen (2010) found in their study that if pre-service teachers are intrinsically motivated for becoming teachers, they tend to sustain their motivation and remain in the profession. On the contrary, when pre-service teachers are not intrinsically motivated for the profession, they are expected to spend less time in teaching and leave the profession in the end. Considering that motivation is among the vital factors that affect the future actions and plans of individuals, it can be discussed that when teacher candidates develop anxieties regarding the profession, their motivation may decrease in time, which may hinder their resilience in the teaching profession (Hagger & Malmberg, 2011).

As for security-related anxieties of PSTs, the findings have revealed that there are psychological, physical, and financial insecurities of PSTs regarding teaching. First, overlapping with their anxieties about how their relations will be with their colleagues, administrators, and parents of students, PSTs' psychological insecurities are centered around how they will be treated as novice teachers once they start teaching. About physical security, PSTs believe that there is a huge lack of security for teachers almost all across the country. Thus, they are afraid of getting hurt physically no matter in which region of the country they will start to work. It is believed by PSTs that violence can come from not only the local people but also from students, administrators and parents. PSTs added that as they encounter news and incidents on media about teachers

exposed to violence, they have anxiety about being another subject of violence in the future as teachers. When it comes to financial insecurity, PSTs are found to consider teacher salary as insufficient to meet their own needs as individuals, get by on their own, and live under good conditions. Keeping these findings in mind, it is important to notice that as Maslow (1943) argues, if individuals cannot meet their basic needs, including security, they cannot go further to realize themselves and be effective individuals. In addition, it is proved by research that teachers' well-being affects their effectiveness, which in turn affects students' achievement (e.g., Brophy, 1986; Wright et al., 1997; Rockoff, 2004; Duckworth et al., 2009). Considering these, it can be concluded that it is necessary for teachers to be able to meet their basic security needs so that they can be more effective for both themselves and their students.

As for the anxieties about relations, it has been found that the PSTs are anxious about how their relations will be with their future administrators, colleagues, and students. They are found to have anxiety about whether they will be respected and supported by the people around them when they become teachers. It is argued that having strong and positive relations with others affect not only their wellbeing, but also the achievement of students and continuity in the profession (Ferlazzo, 2011; Jong, 2015). Taking these into consideration, it is believed to be an important issue to ensure teachers build positive relations and get supported in their new profession for the good of both themselves, their working environment, and their students.

5.1.1.2. Task-centered Anxieties

Secondly for the teaching anxieties, the task-centered anxieties of pre-service teachers are claimed to be focused on teaching profession and the teacher role, such as being a good teacher, delivering instruction effectively and managing time and classroom (Fuller, 1969). In consistence with this, the participant PSTs of this study indicated that they have task-centered anxieties, which cover starting to work, instructional processes, management-related issues, excessive workload, and facilities and resources provided for teaching.

The first and foremost task-centered anxiety of PSTs in this study is found to be about appointment to state schools and starting to work. The literature provides a plethora of example studies that conclude appointment is among the anxieties of pre-service teachers (e.g., Atmaca, 2013; Bilali & Tarusha, 2015; Üredi et al., 2016; Güven & Dak, 2017). Since appointment to state schools is possible only through a central examination in Turkey called *Kamu Personeli Seçme Sınavı* (KPSS), which means *Public Personnel Selection Examination* (PSSE), pre-service teachers are anxious about this examination, as well (Gündoğdu et al., 2008; Cabı & Yalçınalp, 2009; Şahin, 2011; Kuran, 2012; Akpınar, 2013; Şimşek & Akgün, 2014; Tüfekçi-Can, 2018). It is clear that the findings of this study about PSTs' anxiety regarding appointment and examination are consistent with the consensus in the related literature. A possible explanation of these findings may be that pre-service teachers do not have a variety of career options upon graduating from a teacher training program, rather than getting appointed to state schools by the government through taking an exam for it together with thousands of teacher candidates. This lack of career options and being obliged to take an exam with many other teacher candidates may lead PSTs to feel anxious about these procedures for starting to work.

Moreover, in line with previous studies that reveal teacher candidates are anxious about the instructional processes as a part of their task-centered anxieties (e.g., Taşğın, 2006; Cabı & Yalçınalp, 2009, 2013; Danner, 2014; Otanga & Mwangi, 2015), the PSTs in this study have been found to have anxiety about instructional processes, including preparation, conducting teaching, and assessment and evaluation. PSTs stated that their anxiety is related to preparing lesson plans and developing and/or selecting appropriate materials to promote student learning. This finding is consistent with what Otanga and Mwangi, (2015) have found that teacher candidates have anxiety regarding preparation to lessons, including selecting suitable lesson content and preparing adequate lesson plans. Secondly and most importantly, PSTs in this study have been found to be anxious about conducting teaching effectively without losing their enthusiasm and regressing their current knowledge and skills in teaching. This finding coincides with a study of Cabı and Yalçınalp (2009), which reveals that PSTs are anxious about conveying information to students accurately, not developing themselves in terms of knowledge and skills, becoming a boring teacher, and the like.

Last but not least, in this study, PSTs are found to be anxious about the processes of assessment and evaluation, supporting the previous studies in the literature (e.g., Graham, 2005; Simon et al., 2010) in terms of fairness in assessment, utilizing multiple assessment opportunities, and validity of assessment, as well. Overall, it can be inferred from the views gathered that since PSTs could not have hands-on practices and experience in the field to go through all these instructional processes, they have anxiety about how it will go in their teaching.

As for management-related issues, the literature holds many pieces of research concerned with the anxiety about classroom management (Veenman, 1984; Capel, 1997; Emmer & Stough, 2001; Aydın & Bahçe, 2001; Çelik, 2008; Danner, 2014) and time management (Mau, 1997; Murray-Harvey et al., 2000; Rieg et al., 2007; Tüfekçi-Can, 2018). In line with the literature, another task-centered anxiety of PSTs is found to be related to management of classroom and time in this study. PSTs have anxiety about how they will cope with the undesired behaviors of students in class, how they will sustain an effective learning environment in crowded classrooms, and how they will arrange the time in advance of teaching, as well as adapting a contingency plan for unplanned situations to manage the time are all among the anxieties of PSTs. While stating their management-related anxieties, PSTs emphasized the uncertainty of these issues for them because of their lack of field experience in teaching so far. Taking this into consideration, it can be clearly argued that PSTs develop anxieties about management-related issues when they are not provided with practice and observation opportunities to have first-hand experience in the field.

Lastly for the task-centered anxieties in this study, PSTs are found to be anxious about excessive workload, and lack of facilities and resources regarding teaching. In consistence with what Burke et al. (1996), Mearns and Cain (2003), Cabı and Yalçınalp (2009), and Kara and Yılmaz-Güngör (2015) have revealed in their previous studies, PSTs in this study have anxiety about the extra paperwork and bureaucratic duties assigned at schools, as well as the lack of facilities and resources for instructional activities. The presence of these anxieties may be explained by the fact that PSTs do not have much chance to get involved in instructional and administrative processes throughout the teacher education process. Thus, they do not know what they

will be required to complete as teachers when they start teaching after graduation. This situation is believed to make them anxious.

5.1.1.3. Student-centered Anxieties

Student-centered anxieties comprise the third group of PSTs' anxieties in this study. According to Fuller (1969), students play a central role for teachers' anxiety in terms of the impact of teaching on students. To begin with, in this study, PSTs are found to be mainly anxious about building rapport with students. They indicated their anxieties emphasizing the importance of students' attitudes, and knowing about students' background, needs, interests and problems in the process of building a strong relationship with them. This finding is related to a previous study of Theobald (2006), which highlights the importance of building trust in students for teachers to build positive relationships with them. Thus, it is suggested that teachers need to know their students well. In addition, consistent with what Beach and Pearson (1998) found previously, PSTs in this study stated that they have anxiety regarding how their relationship with students will be and whether they will be able to establish the balance between sincerity and authority with their future students. It is important to notice that a positive relationship between teacher and students has an impact on student motivation and learning (Ferlazzo, 2011). Thus, pre-service teachers need to be careful about gaining students' trust to facilitate their learning in the future by being positive and caring towards them while at the same time maintaining their status as the authority that works for their good. This necessity might make PSTs anxious about building rapport with students. Similar to knowing about students, PSTs in this study also stated their anxieties about handling individual differences of students simultaneously in the classroom. They indicated that they are anxious about being unaware of each student's distinctive needs and unintentionally leaving any of their students behind and/or uncared while teaching. When students feel left out in the classroom, they tend to develop negative attitudes towards learning. Consequently, students' motivation may decrease, which may hinder their learning (Theobald, 2006). In relation to the previous anxieties, PSTs in this study are anxious about ensuring students' learning and enhancing their motivation, too. Unmotivated students may

cause a problem in the classroom and adversely affect both their own and other students' learning (Kim & Kim, 2004). Thus, it is necessary to create and sustain an environment to ensure all students' learning by caring about and motivating all of them. Zhang (2014) argues that enthusiasm of teacher has a vital role in motivating students. It is claimed that when teachers show that they love their subjects and care about each student, it positively influences students' motivation for the lesson. Taking these into consideration, it is of high importance that pre-service teachers need to have positive attitudes and passion for both their subjects, being a teacher, and knowing about students' needs, interests and abilities so that they can approach each of their students appropriately, motivate them for learning, and as a result, teach them effectively.

All in all, although anxiety is generally considered to be a negative construct, it is possible to turn its effect to be positive and fostering for PSTs to prepare themselves better for the teaching profession. For this, the first step is to acknowledge what they are anxious regarding teaching. This study aimed to find out the teaching anxieties experienced by PSTs as to answer the first research question of the study. The analysis of the interview data showed that PSTs have anxiety about their efficacy beliefs in terms of managing time and classroom, conducting teaching effectively, and building rapport with students. If PSTs keep their anxieties with them continuously, it may demotivate them for learning about teaching and becoming effective teachers. To prevent such problems, it is necessary to figure out the sources that cause anxiety in PSTs about teaching so that their anxieties can be reduced until they become teachers. With this aim, the second research question of this study focused on the sources of PSTs' teaching anxiety. The related findings of that research question will be discussed in the following section.

5.1.2. Sources of Pre-service Teachers' Teaching Anxiety

In relation to the second research question of the study, the participant pre-service teachers were interviewed to explore the sources of their teaching anxieties. The

findings were grouped under three themes, which consist of person-related sources, teacher training-related sources, and profession-related sources.

5.1.2.1. Person-related Sources

First, the person-related sources of teaching anxieties that pre-service teachers experience cover the factors that are directly or indirectly related to the personal lives of pre-service teachers.

To begin with, the most important source of anxieties of the pre-service teachers in this study is found to be their lack of experience. That is to say, PSTs intensely emphasized that most of their anxieties regarding teaching results from not having any or sufficient experience in teaching. They believe that once they start teaching in a real classroom and experience the feeling of pleasure and authority of teaching in a classroom, then their anxiety about teaching might diminish in time. This finding is consistent with the foremost conclusion of many previous studies about the source of teaching anxieties that conclude the increased amount of experience in teaching decreases teaching anxiety (e.g., Buitink & Kemme, 1986; Gardner & Leak, 1994; Borich, 1996; Mau, 1997; Ameen et al., 2002; McVey, 2004; Kim & Kim, 2004; Paker, 2011; Aydın, 2016). In other words, in the literature, lack of experience stands as the most influential factor that causes teaching anxiety in teacher candidates. A possible explanation of this finding may be that since pre-service teachers lack opportunities to have first-hand experience in teaching in real classroom contexts, the phases of teaching may seem ambiguous to them until they step into the profession. This ambiguity resulting from their lack of experience in teaching, in turn, may cause pre-service teachers to have anxiety.

Besides the lack of experience, the feeling of inadequacy is also found to cause anxiety in PSTs in this study. PSTs stated that feeling a lack of knowledge, self-efficacy, and self-confidence makes them anxious about teaching in real classrooms in the future. They indicated during the interviews that when teachers do not know about their subjects sufficiently, they will fail teaching their students effectively. Also, PSTs stated that if teachers show that they lack self-efficacy and self-confidence, then they

cannot build authority in the classroom to manage their class and to teach effectively because their students cannot rely on their teachers. Thus, it can be claimed that the feeling of inadequacy leads PSTs to develop anxieties regarding teaching. Consistently with this finding, the literature involves studies that support the claim that lack of knowledge can cause teaching anxiety (Obodo, 1990; Williams, 1991; Bell, 2005; Rieg et al., 2007). According to Obodo (1990), when teachers lack knowledge in content knowledge and/or pedagogical content knowledge, it is claimed to have an impact on the quality of their teaching and their students' learning and academic performance, as well. Consequently, it is also claimed that the lack of knowledge can lower the self-efficacy of teachers (Aina et al., 2015). That is to say, when teachers are aware of lacking knowledge and the possible impact of this lack on their students in the future may result in having low self-efficacy for teaching. In this study, PSTs specifically mentioned that their efficacy beliefs weaken in situations where they fail answering students' questions. That is to say, PSTs reported that they would feel lacking self-efficacy if they encounter situations where they cannot answer students' questions directly and/or correctly, or when they cannot feel competent in teaching effectively for various contextual reasons. This finding is in consistence with the previous studies of Bernstein (1983), Gardner and Leak (1994), and Agustiana (2014), in which it is claimed that difficulty in adequately answering questions asked by students are related to teaching anxiety. Bandura (1994) asserts that self-efficacy beliefs determine how people feel, think, motivate themselves, and behave in particular circumstances. Correspondingly, a person's self-efficacy beliefs have a role in determining the initiation of coping behaviors as well as the amount and length of the effort to be sustained when confronted by obstacles during the process. In addition, Motley (1988) claims that teaching anxiety has an adverse impact on the teaching and career plans of those who experience it. Similarly, Bruinsma and Jansen (2010) argue that teachers' self-efficacy has an impact on their continuity in the profession. Taken into consideration these all, it can be concluded that efficacy belief of PSTs is an important factor that affects their teaching anxieties and determines their future actions in teaching, i.e., whether they will stay in teaching profession to cope with their anxieties or they will feel inefficient and quit the profession in the end. Moreover, teachers with low self-efficacy are believed to have less influence on their students' achievement

compared to those with higher self-efficacy (Bray-Clark & Bates, 2003). Likewise, self-confidence has also been considered as one of the sources of teaching anxieties of pre-service teachers (e.g., Kim & Kim, 2004; Yoon, 2012). Considering these, in consistence with the literature it can be concluded that PSTs may feel anxious regarding teaching when they lack self-confidence, have low self-efficacy, and feel that they lack enough knowledge to be competent and effective teachers, and to contribute their students' achievement in the future.

In line with the abovementioned sources, certain personality traits are also considered in the literature as being among the sources of teaching anxiety of pre-service teachers (e.g., Fontana & Abouserie, 1993; Ngidi & Sibaya, 2003; Kim & Kim, 2004; Machida, 2011; Yoon, 2012; Sammephet & Wanphet, 2013; Aydın, 2016; Koşar, 2018). These studies argue that the personality of individuals may cause anxiety in them regarding various aspects of their lives, including teaching for those who would be associated with it. As an instance, Ngidi and Sibaya (2003) previously found that neurotic PSTs tend to have more anxiety compared to stable ones, concluding that personality can be a source of anxiety of PSTs. Consistently, PSTs in this study indicated that some of their anxieties are due to their certain personality traits, including having trait anxiety, being serious, having a quick temper, being passive in social interactions, having too much conscientiousness, and being sentimental. It is indicated during the interviews with PSTs that abovementioned personality traits of PSTs may hinder them being objective towards their students during the processes of teaching, i.e., preparation, conducting teaching, and assessment and evaluation processes. This lack of objectivity may, in turn, prevent PSTs from being effective in the future. Thus, it can be discussed that the personality of PSTs may be the source of their teaching anxieties when they believe they will have difficulties in teaching because of those traits of theirs.

Furthermore, in consistence with the previous studies, in this study, another source of PSTs' teaching anxiety is found to be the negative past experiences of PSTs in the learning and teaching environments. That is to say, when PSTs had difficulty in learning their subject areas when they were a student, this may lead them to have anxiety about teaching those subjects as a teacher (Uusimaki & Nason, 2004). Moreover, it is also found in this study that when PSTs had negative experiences in

teaching while conducting micro-teaching sessions as a part of their methodology courses, helping their younger siblings or relatives, tutoring, or working in educational institutions as student-teachers during their undergraduate studies, they tend to develop anxiety regarding encountering similar negative incidents in the future. Thus, it can be concluded that negative past experiences of PSTs in learning and teaching environments may cause anxiety in them regarding teaching in the future.

Lastly, the uncertainty of future also found to be among the sources of PSTs in this study. PSTs indicated that since the future is unknown to them and they do not have certain plans for what to do after graduation, this uncertainty of both future living conditions and teaching makes them anxious. Previous studies support this finding; in that, Sapir and Aronson (1990) claim that uncertainty causes anxiety in individuals. Moreover, Collie and Martin (2016) define teaching profession as involving “novelty, change, and uncertainty” (p.5); thus, teachers are expected to have capacity to keep up with all these aspects of teaching. In this vein, as Sumsion (2002) also suggests, PSTs need to be prepared for the uncertainty of teaching before they graduate.

5.1.2.2. Teacher Training-related Sources

The studies concerned with the sources of teaching anxiety that PSTs experience reveal that there have been certain issues related to teacher training program that is offered for individuals to become qualified and certified for the teaching profession (e.g., Çakıroğlu & Çakıroğlu, 2003; Öztürk & Yıldırım, 2014). In line with these previous findings, in this study the second group of the sources of PSTs’ teaching anxiety has been emerged as being related to teacher training program that PSTs attend. These sources include the inconsistency in curriculum, discrepancy between theory and real life practices, insufficiency of practice teaching, and instructor-related issues.

First, the PSTs in this study indicated that certain inconsistencies in the curriculum of the teacher education program they attend cause anxiety in them about teaching. To begin with, PSTs stated that there is an imbalance between theory and practice in the curriculum. That means, PSTs believe that they are provided with too much theoretical knowledge in the program; however, they lack opportunities to see how these theories

work in practice. Upon investigating the perceptions of teacher education programs, Öztürk and Yıldırım (2014) concluded that teacher education programs are perceived to be too theoretical and to lack connection to practice. It was also found that lectures about what strategies can be implemented in classrooms without providing real-life examples do not ensure in-depth understanding and effective implementation for PSTs. Moreover, certain courses in the teacher education programs were considered as irrelevant or ineffective for the further stages of teaching profession. Similarly, in another study conducted by Kara and Yılmaz-Güngör (2015) PSTs expressed that they have anxiety about their tasks as teachers although they take several courses about how to teach during the teacher education program. Thus, the researchers concluded that more opportunities should be provided for PSTs to enable them to use their theoretical knowledge and practice in real-life contexts of teaching to prepare them better for the teaching profession. In line with these conclusions, PSTs in this study also indicated that when they cannot practice how all the theories and strategies they are taught could be implemented in real classrooms, they do not fully comprehend and internalize that knowledge. This finding of the study is consistent with previously conducted studies (Özgün-Koca & Şen, 2006; Danner, 2014; Du Plessis et al., 2020; Matsumoto-Royo & Ramirez-Montoya, 2021), which highlight the importance and necessity of providing real-life practical examples to PSTs to prepare them better for the teaching profession by ensuring their learning and empowering them to effectively put the theoretical knowledge into practice. Besides, PSTs in this study also stated that the workload of the program, especially in the last year, obliges them to deal with both their academic studies, including attending practice teaching course, and preparation for their future lives, including looking for graduate programs, considering job opportunities, preparing for PPSE, and so on. PSTs stated that when their instructors in the program require much from them and expect them to fulfil all requirements completely and without delay, this makes them anxious. Similarly, Ahlering (1963) has also found that PSTs find it overwhelming when they are expected to attend their courses in the program beside doing student-teaching at the same time, which causes anxiety in them regarding teaching. Although this problem was pointed out from early studies about teaching anxiety of PSTs, it is also revealed in this study. Considering this, it can be concluded that the heavy workload in teacher education programs tends

to put PSTs into a rush while they are expected to make plans for their future career and work for it. When individuals are not at ease psychologically, it is not much likely for them to neither focus on practicing teaching as a part of the teacher education program and other courses they are expected to take, nor decide on and plan their future career in teaching profession. Then, this decreases the possible advantages and benefits of the program, especially the practice teaching course which is the only opportunity provided for PSTs to gain teaching experience in real classroom settings before graduation. As a result, PSTs tend to develop anxieties about teaching when they are not provided with sufficient help and guidance in terms of their needs and expectations from the program.

In a similar vein, it has been argued in the literature that the gap between theory and real life poses a problem of teacher education programs (e.g., Boger & Boger, 2000; Çakıroğlu & Çakıroğlu, 2003; Darling-Hammond & Bransford, 2005; Quick & Siebörger, 2005; Hammerness, 2006; Hagger & Malmberg, 2011). Consistently, another source of PSTs' teaching anxiety has been found in this study to be related to the discrepancy of theory and real life practices. That is, PSTs stated that what they are taught in the teacher education program has little or no relevance to real life; in that, they are anxious about what they will do when they face the realities after graduation. To provide examples for this discrepancy, some PSTs in this study stated that they are aware of the fact that the theories and strategies they learn in the program are not suitable to employ in real classrooms because of the limitations and deficiencies of the current education system, and facilities and resources provided for schools, such as overcrowded classes, lack of materials, bad conditions of the physical environment of classrooms, and so on. This finding supports the abovementioned previous studies that consider the gap between theory and real life as a problem of teacher education programs that might be a source of anxiety for teacher candidates. In other words, when PSTs are not provided with real life-like opportunities to observe and practice the implementation of the theoretical aspects of teaching in classroom contexts, it lacks efficiency and loses its impact on the preparation of PSTs for their future teaching career, which, in turn, leads the PSTs to have anxiety about teaching.

Furthermore, PSTs in this study indicated that another source of their anxiety is the insufficient practice teaching opportunities. They complained about that they can take practice teaching course only in the last year and that its length is not sufficient for them to have enough experience in teaching and get prepared for teaching in a classroom soon after their graduation. They were anxious because of the fact that besides its being their only official chance to experience teaching in real classroom settings, practice teaching opportunity is considered to start too late but end too soon. This finding shows consistency with previous studies in the literature (e.g., Zeichner, 1990; MacDonald, 1993; Ngidi & Sibaya, 2003; Perry, 2004; Ogonor & Badmus, 2006; Paker, 2011; Dadandı et al., 2016) that consider the practice teaching as a crucial part of teacher education programs that enable PSTs to put their knowledge into practice. However, when PSTs cannot make the best use of their limited and insufficient opportunity to practice and have teaching experience because of the regulations of teacher education programs, they tend to develop anxieties about teaching.

Last but not least about the teacher training-related sources of PSTs anxiety, it is revealed in this study that there are certain issues related to PSTs' instructors in the program, including their lack of teaching experience in the field and their negative attitudes that provoke PSTs' anxiety about teaching.

To begin with, field experience is argued to have a vital role in the effectiveness of preparation for teaching. For this reason, the practice teaching course in the teacher education programs is valued much and considered among the most important components of those programs in terms of providing the field experience opportunity for PSTs before graduation (Cruickshank & Armaline, 1986; Arnett & Freeburg, 2008; Coffey, 2010; Aiken & Day, 2012; McAnulty & Cuenca, 2014). As it is important for teachers to have teaching experience in the field, it is also valid for those who teach and train PSTs, i.e., the instructors at universities. PSTs in this study indicated that they tend to develop anxiety when they realize how much unaware their instructors are of the realities of educational system and available opportunities in the field. They believe that this unawareness of their instructors results from their lack of first-hand teaching experience in the field. It is added that if instructors had experience in

teaching at any grade level other than university level PSTs, they would be aware of how impossible and utopic their expectations are about the teaching profession, and the facilities and resources provided for educational processes. Supporting this finding of the study, McNulty and Cuenca (2014) previously indicated in their study that teacher educators are generally assumed to be fully competent in terms of successfully teaching pre-service teachers and preparing them well enough for the teaching profession. In addition, it is believed that it is much more valid if teacher educators have first-hand teaching experience in K-12 classrooms. According to the researchers, teacher educators need to explore their identity development through dwelling on the meaning of being a teacher educator and understanding how the teacher educators' authority is formed, sustained and improved in university classrooms where pre-service teachers are trained. In addition, as mentioned earlier, when the authority of teachers is not present or strong enough for some reasons, it gets less likely for students to comply with and benefit from those teachers. Thus, the authority of teachers is considered as an integral and important constituent in education (Peters, 1966; Tirri & Puolimatka, 2000; Elliott, 2009; VanderStaay et al., 2009; Lai et al., 2015). Considering these, the lack of field experience of instructors, which is considered to be the main reason of their unawareness of the reality, may lead their students, i.e., PSTs, to question their authority as teacher educators. This, in turn, may make PSTs who attend such instructors' courses have anxiety about teaching because of not knowing enough about what they will encounter in the field and how they will handle issues without learning much about the possible conditions of the field from their instructors throughout the teacher education program.

Secondly, student-teacher interaction is of great importance for the effectiveness of the teaching and learning (Yoon, 2002; De Meyer et al., 2014). In the same vein, PSTs and teacher trainers are expected to build strong and effective relationship during the teacher education program. However, PSTs in this study stated that sometimes they hesitate to consult to their instructors about their anxieties because they feel that their instructors would not be welcoming them wholeheartedly. They also added that instructors tend to show negative attitudes towards PSTs when they attempt to criticize or comment on their teaching styles and strategies used during their lessons. This is claimed to decrease their motivation and courage to build relationship with their

instructor and turn to them for help when they need. This, in turn, is stated by PSTs in this study to create anxiety in them about teaching because they feel lonely in the journey of becoming teachers.

5.1.2.3. Profession-related Sources

It has been argued in the literature that there is an influence of certain external factors on teachers that prevents them from performing the teaching profession (e.g., Bullock, 2004; Chao-Hsiu, 2008). In a similar vein, as for the profession-related sources of PSTs teaching anxiety, external influences on teachers emerged as the foremost source of the PSTs' anxiety in this study. In the first place, PSTs stated that they have certain anxieties about teaching because of the low prestige of the teaching profession. This finding is consistent with the studies in the literature that reveal that low status of the teaching profession is among the sources of anxiety about teaching (e.g., Kyriacou and Sutcliffe, 1978; Çakıroğlu & Çakıroğlu, 2003; Öztürk & Yıldırım, 2013). Despite the low prestige of the teaching profession, there are many expectations from teachers (Hagger & Malmberg, 2011; Kara & Yılmaz-Güngör, 2015). These expectations are found to create anxiety in PSTs in this study. A possible explanation of this can be stated as resulting from the contradiction between the views on teachers' status in and responsibilities for society. That is to say, PSTs are aware that teaching does not have a high status in the society; however, people expect too much from teachers for the well-being and continuity of the society through education. This contradiction, consequently, makes PSTs anxious about teaching in the future. Besides the abovementioned sources, PSTs in this study stated that the negative experiences of others in teaching lead them to have anxiety about whether or not they would go through similar negative experiences in the future. However, although PSTs claimed that negative experiences of others cause anxiety in them at first, they indicated that, on the other hand, it is still beneficial for them to learn about what other PSTs or teachers in the field experience so that they could cognitively and psychologically prepare themselves for possible anxiety-provoking situations in teaching. Williams (1991) suggests that the effect of gaining experience in teaching on reducing teaching anxiety may decrease when it is not supported by consultant observation and/or

mentoring. Considering this suggestion and the views of PSTs, it can be concluded that sharing negative teaching experiences without any intent of guidance and prevention of similar experiences in the future can lead PSTs to develop anxieties about teaching.

Apart from the external influences on teachers, other sources of PSTs' anxiety in this study are found to be related to online education and grade level-based issues. To begin with, PSTs have been trained to traditionally teach in classrooms and face-to-face. Thus, the aim of teacher education had not been necessarily focused on empowering PSTs for teaching online until a world-wide pandemic broke out through the end of 2019. Currently, education has been provided online for a while due to the COVID-19 pandemic. As it is revealed in this study, since PSTs have not been trained for delivering online instruction, they find it difficult to teach online. This, in turn, creates anxiety in PSTs regarding being obliged to teach online in the future. PSTs in this study indicated that online education makes them anxious because of being unable to teach with using the strategies, methods and materials that they believe would be effective in face-to-face education, and being obliged to design the whole process of teaching based on integrating technology. It is discussed earlier in the literature that transition from traditional to distance education requires preparation and guidance by officials in order to prevent the difference among the interpretations of novel conditions by schools upon giving a break to traditional education for various reasons (Klaiman et al., 2011). Taking this into consideration, it can be stated that besides planning the transition and follow-up processes so well that the effectiveness of education would not decrease in case of sudden and unexpected changes, it is also necessary to consider the possibility of such conditions in advance and prepare PSTs in teacher education programs for adapting to changes quickly and effectively. Otherwise, the situations of chaos and uncertainty may result in anxiety for all, including PSTs.

Lastly, the grade level that PSTs are going to teach has emerged as another source of PSTs' anxiety in this study. It is stated by PSTs that the thought of teaching and dealing with students at a particular grade level provokes their anxiety. This finding is consistent with previous studies in the literature which imply that grade level may be

a source of teaching anxiety (e.g., Chao-Hsiu, 2008; McGlynn-Stewart, 2010; Merç, 2015). That is to say, some PSTs may feel anxious about teaching young learners (Merç, 2011) while some others find teaching adolescents or adults challenging (Montuoro & Lewis, 2015), which creates anxiety in them. The reason of this may be explained by the characteristics and attitudes of PSTs and students at particular age groups. In other words, when PSTs do not feel competent to build positive relationships with students at a certain grade level because of lacking efficacy in adapting to the needs and appealing to the characteristics of that age group, then it tends to lead PSTs to develop anxiety about teaching that grade level in the future.

Overall, as mentioned earlier, it is possible to eliminate the negative impact of having anxiety on the effectiveness of PSTs in their future career through figuring out the sources of their anxiety. For this, the second research question of this study aimed to explore what causes anxiety in PSTs. The analysis of the interview data revealed that the sources of PSTs' anxieties are focused mostly on the lack of experience and opportunities for practicing teaching, the gap between theory and practice in teacher education, the lack of positive relationship between PSTs and teacher educators. Now that the sources of PSTs' teaching anxiety have been revealed, it is necessary to discover and propose necessary measures and actions to reduce teaching anxiety so that PSTs can get prepared better for teaching in the future. Since implementing top-down practices would not have much point and effectiveness, the suggestions of PSTs are taken within the last research question of this study to decide and plan what could be done to reduce teaching anxiety of PSTs. The suggestions emerged out of that research question will be discussed in the following section.

5.1.3. Suggestions to Reduce Teaching Anxiety from the Perspective of Pre-service Teachers

With respect to the third research question of the study, the participant pre-service teachers were interviewed to take their suggestions for how to reduce teaching anxiety. The findings were classified in relation to the audience of the suggestions made by PSTs, i.e., as teacher training-based suggestions and individual-based suggestions.

5.1.3.1. Teacher Training-based Suggestions

First of all, the suggestions of PSTs to reduce teaching anxiety are obviously in relation to the sources of their anxiety. In other words, PSTs made their suggestions based on removing the anxiety-causing factors for them. Therefore, the first theme of PSTs' suggestions appeared as addressing the problems in teacher education program that prevent them from getting better prepared for the teaching profession. As mentioned before, the lack of experience has been found to be one of the main sources of PSTs. In line with this, the first suggestion to reduce teaching anxiety is about creating more opportunities for PSTs to have teaching experience throughout the teacher education program. This suggestion is consistent with the literature that highlights the necessity and importance of providing opportunities to have teaching experience (e.g., Williams, 1991; Perry, 2004; Amett & Freeburg, 2008; Paker, 2011). Amett and Freeburg (2008) assert that PSTs need to be provided with opportunities earlier in the teacher education program in order to get familiar with the realities of school context and schooling, which is believed to help them consider their beliefs about teaching and whether teaching is appropriate for them as a career. Taking this into consideration, the rationale of PSTs' suggestion about having more chances for teaching experience can be explained as that the only opportunity provided in teacher education programs for PSTs to experience teaching in real classroom settings is the practice teaching course which is offered in the last year, i.e., just before graduation. This indicates that the practice teaching opportunity is both insufficient and late to prepare PSTs effectively. Since PSTs cannot get involved in teaching contexts and procedures, observe or experience teaching, and learn how to overcome their anxieties about teaching, they suggest that they should be enabled to have experience in teaching more and earlier under the roof of the teacher education program.

Moreover, PSTs suggested that their interaction with instructors need to be enhanced so that they could contact them to ask for help and to consult about their anxieties. It is claimed in previous research that student-teacher interaction has much importance in pre-service training to motivate and help PSTs develop their self-efficacy as teachers (Bruinsma & Jansen, 2010; De Meyers et al., 2014). Considering this, it can be stated that PSTs need to have positive and close interaction with their instructors so that they

would turn to their instructors when they are in need without hesitation of being rejected or neglected and would be more motivated for learning about teaching better in the future.

Additionally, related to their anxieties about the disparity between theory and practice within the courses offered in the program, PSTs suggested that course contents needs to be organized in a way that would increase their efficiency and relevance to real life. This suggestion is related to the argument that the irrelevance of the teacher education programs, as well as the gap between theory and practice reflected in courses are among the main problems of teacher education (Çakıroğlu & Çakıroğlu, 2003; Öztürk & Yıdırım, 2014). In addition to this, Merç and Subaşı (2015) point out the importance of the courses offered in teacher education programs in terms of reducing the anxieties of PSTs before teaching practicum. Considering the suggestion of PSTs and in agreement with these researchers, it can be asserted that courses in the program should be organized and delivered carefully, being aware of their impact on reducing PSTs' anxieties.

As the last suggestion concerning the teacher training, PSTs strongly suggested that there should be opportunities for sharing experiences with teachers working in the field. The underlying reason of this suggestion is that PSTs need to learn what happens in real classrooms, rather than repeatedly assuming to teach in ideal and artificial conditions. It is notable to point out about this suggestion that although PSTs stated that learning about the negative experiences of others regarding teaching makes them anxious about having similar negative experiences in the future, they still suggest that they should be brought together with teachers in the field to share experiences. This could be explained in consistence with Trujillo and Hadfield (1999) who asserted that negative experiences may lead to positive direction for probable future encounters. In other words, although it may be anxiety-provoking to some extent, sharing experiences, even the negative ones, about teaching helps PSTs to get more familiar with the realities of teaching conditions in the field, which is believed to increase both their awareness and readiness for teaching in the future.

5.1.3.2. Individual-based Suggestions

Apart from the suggestions for teacher training, PSTs also made suggestions on individual basis addressing personal attempts of PSTs to remove anxiety-causing factors and reduce their teaching anxiety. When asked how teaching anxiety could be reduced, PSTs initially pointed out the foremost source of their anxieties, i.e., lack of experience in teaching. That is, the primary suggestion of PSTs is to acquire teaching experience apart from taking practice teaching course. It is suggested that PSTs should start tutoring as early as possible in order to have experience in teaching a variety of student profiles. It is further suggested that if possible, PSTs should consider working at educational institutions, such as recitation centers, to experience teaching in a classroom setting. The literature shows that early field experience has a positive influence on PSTs in terms of preparing better for the teaching profession (e.g., Clawson & Shin, 2000; Watson et al., 2011; Aiken & Day, 2012). Taking this into consideration, it can be claimed that the suggestion of PSTs to acquire teaching experiences before practice teaching course reveals the lack of experience opportunities provided for PSTs within the teacher education program; thus, PSTs call for individual attempts to gain experience in teaching.

To conclude, PSTs made their suggestions to cope with and reduce their teaching anxieties, focusing on the removal of the most influential factors that cause anxiety in them about teaching. It has been revealed in this study that PSTs expect teacher education program to offer more opportunities for them to gain experience in teaching, which they believe will prepare them much better for the teaching profession. Strikingly, PSTs addressed not only teacher education programs but also PSTs themselves to take individual actions in terms of gaining experience. It implies that the lack of opportunities in the program is so common for PSTs that they do not think big changes can be done in the program; thus, they address PSTs to cope with the deficiencies of the program on their own to get prepared better for teaching after graduation.

On the whole, it has been revealed in this study that PSTs have certain anxieties regarding teaching that result from various sources. It is promising that PSTs are aware of their anxieties and they have ideas and willingness about reducing their anxieties

before starting to teach. Taking into account both the sources of PSTs' anxieties and their suggestions to reduce their anxieties, several implications have come out of this study, which will be presented in the following section.

5.2. Implications for Practice

Teachers have to work in hard conditions, which makes it probable for them to have anxieties (Fuller & Brown, 1975). In addition, teaching is considered to be including novelty and uncertainty, and needs to cope with constant change (Collie & Martin, 2016). Therefore, it can be claimed that the nature of the teaching profession does not allow for an environment which is fully free of anxiety-provoking factors and unexpected situations over which teachers may not take any control. Bearing this mind, it is necessary to develop managing skills of teachers and teacher candidates so that they can manage their stress and tension. This can be provided to both pre-service and in-service teachers through courses in the teacher education program and seminars, focusing on developing necessary skills to figure out anxiety-causing factors, distancing from those factors, and coping with those factors to reduce anxiety about teaching and increase the effectiveness of teachers of now and the future.

In addition, teacher education is believed by PSTs to stray away from the realities of current condition of K-12 education, focusing on only the good and/or unrealistic aspects while training pre-service teachers. Since ignoring the difficulties has no point in contributing to the preparation of pre-service teachers, it is necessary that the awareness of pre-service teachers be increased about the realities of the teaching profession and the conditions that they are going to work under. This way, they should be better prepared psychologically for starting to teach. Also, being aware of what they will encounter in the field may help PSTs focus on how to improve both their working conditions and the educational opportunities of students.

In a similar vein, PSTs indicated that they are trained in the teacher education programs as if every student is the same and there will be no differences in the classrooms. However, they are aware that this is not the case in real life. Considering the anxiety of PSTs regarding handling the individual differences of students, it is necessary that

PSTs need to be trained for inclusive education so that they can eliminate their anxieties and effectively teach every student in their future classrooms. For this, a program that emphasized inclusive education should be designed. That is, through courses and practice opportunities, PSTs need to be provided with more knowledge, raise awareness, and get prepared for inclusive education in teacher education programs.

It is widely assumed that teacher educators who have teaching experience in K-12 level are competent in preparing pre-service teachers better for the profession (McAnulty & Cuenca, 2014). Consistent with this assumption, a striking view of PSTs in this study was that they find the efficiency and effectiveness of their instructors low in providing them with useful ideas to improve their teaching and preparing them with awareness of the possible conditions under which they will work after graduation. They believe the reason of it is the lack of field experience of teacher educators. In other words, PSTs believe that since most of their instructors have not worked as teachers in K-12 level of education, they are either unaware of the realities of the situations in the field or have unrealistic expectations that everything is fine about education. However, it is not the case in reality. This, in turn, leads them to give advices for practice that will not work at all in the field. Therefore, based on PSTs' views, there is a need for instructors who have field experience in teaching profession so that their instructions could be more useful for PSTs. Taking this into consideration, it is recommended that a collaboration between YÖK (CoHE) and MEB (MoNE) should be established both to increase instructors' efficiency and to prepare PSTs better for teaching. In the frame of this collaboration between CoHE and MoNE, both instructors who are going to work in Education Faculties of universities and PSTs have the opportunity to practice and have experience in teaching. It is necessary that besides pre-service teachers, the awareness of teacher educators also be increased through providing them with opportunities to visit and teach in K-12 schools to gain experience and insights at first hand. This is believed to increase their credibility from the perspectives of PSTs about advising what and how to teach.

During the interviews, PSTs repeatedly highlighted the lack of practice component in the courses they take in the program. They indicated that there is no point in learning

about theories and strategies without having any chance to implement it in classrooms to see how it works in practice. This is believed to have no contribution to the preparation of PSTs for the teaching profession. To increase the effectiveness and overcome the problems of teacher education programs, a practice-based teacher education is needed. That is to say, current teacher education programs should be re-designed in accordance with the needs of PSTs in terms of practicing teaching. For this, a practice-based teacher education program should be adopted to prepare PSTs better for being effective teachers in the future. An example of practice-based teacher education is employed by Oxford University as a course that lasts for a year. The aim of such the program is to integrate the theory and practice in teacher education to close the gap between university education and schools. In that program, instructors at the university collaborates with the mentors at schools to complement each other with the distinctive contributions of each part to the preparation of pre-service teachers. Within the context of the program, PSTs first both attend their courses in the university and spend certain amount of time each week in a school. In the later terms of the program, PSTs spend time only in schools. While spending time in schools, PSTs have chance to gain experience in teaching, which contributes to their competence in teaching and raises their awareness of the contextual factors affecting teachers and their teaching (Hagger & Malmberg, 2011). Taking into consideration the fact that PSTs in this study highly emphasized the lack of experience as the primary source of their teaching anxiety, similar collaborations between teacher educators and school practitioners within such practice-based programs are necessary in order to better equip PSTs with both theoretical knowledge and practice in the field, which is believed to reduce PSTs' anxieties and help them become more effective teachers in the future.

Besides the lack of practice component in the courses offered in the teacher education program, PSTs in this study also pointed out the insufficiency of practice teaching course for them to get prepared for the teaching profession. The reasons are stated as that the length of the course is only a semester, and it is offered in the last semester of the program. However, it is implied during the interviews that it would be much more beneficial for PSTs if the practice teaching opportunity was provided as of earlier semesters in the program and lasted longer than only one semester. Considering this, it can be suggested that PSTs need to be provided with more opportunities to practice

teaching and to get ready for the profession. For this, taking into consideration the importance of early field experience for the preparation of PSTs (Watson et al., 2011; Aiken & Day, 2012), it is suggested that practice teaching course may be offered in the early semesters of the teacher education program in a way to enable PSTs to both observe and practice teaching in real classroom contexts, get involved in the processes of teaching, and have first-hand experience in teaching. These are also believed to help PSTs decide on their career plans more consciously.

In addition to providing opportunities for PSTs to have teaching experience during the teacher education process, it is also important to get them together with teachers in the field. This way, the adverse effect of the gap between theory and practice on PSTs' thoughts and attitudes towards teaching may be decreased. This, in turn, may contribute to the effectiveness of their preparation for the profession. Therefore, a network can be built with an intent of bringing PSTs and teachers together to share their anxieties, seek for solutions to reduce their anxieties, and increase awareness of the realities in the field. This is believed to eliminate both the current anxieties that PSTs have, and the risk of failing in the field because of the unexpected situations they might encounter when they become teachers.

5.3. Implications for Further Research

The present study aims to explore teaching anxiety and its sources from the perspectives of pre-service teachers, and to get their suggestions about how to reduce their anxiety. For this, only the views of pre-service teachers are taken in this study. For further research it is recommended that the phenomenon of teaching anxiety can be explored through examining the views and experiences of teacher educators and mentor teachers that cooperate with teacher educators during teaching practicum. This is believed to provide researchers with a more holistic view of the phenomenon.

In addition, the data of this study were collected through semi-structured interviews conducted with pre-service teachers, and multiple analysts were employed to review and analyze the data of the study to enrich the understanding of the investigated phenomenon by providing multiple views on the analysis. As Patton (2002) suggests,

collecting data from more than one source can also help enrich the data collected. Thus, for conducting further research to investigate the teaching anxiety phenomenon it can also be considered to collect data from multiple sources, such as observing participants in teaching contexts as the natural setting (Creswell, 2009), and analyzing documents such as the curricula of teacher education programs or teaching practicum to develop in-depth understanding of the phenomenon through the data coming from multiple sources.

Moreover, it has been claimed that individuals may develop a different set of concerns at distinct stages of teaching (Fuller, 1969) or simultaneously feel anxious about self-preservation, task-related issues, and impact on pupils (Fuller et al., 1974). In this study it is found that PSTs have anxieties regarding all three aspects of these concerns simultaneously. However, further studies may focus on investigating the change of these concerns and transition from different stages of teaching as individuals get more experienced in teaching. For this, longitudinal studies can be designed to observe such changes and transitions across time and increased experience in teaching. The findings of such studies may form a base for the future actions to be done and measure to be taken to reduce teaching anxiety of PSTs and prepare them better for their future teaching career.

Last but not least, teaching anxiety may be in relation with many other constructs, including motivation, self-efficacy, attitudes, and the like in terms of affecting PSTs beliefs and actions about teaching. Therefore, the relationship of teaching anxiety with other constructs can be examined in further studies to figure out the possible impact of different constructs on one another in order to raise awareness of such relationships and design implementations accordingly in teacher education. This way it may be possible to eliminate any negative influence of such relationships on PSTs and to increase the effectiveness of teacher education program, as well.

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APPENDICES

A. SEMI-STRUCTURED INTERVIEW PROTOCOL

Öğretmen Adayları İle Yarı Yapılandırılmış Görüşme Protokolü

Değerli Öğretmen Adayı,

Ben Burcu Özcan. ODTÜ Eğitim Bilimleri Bölümünde yüksek lisans öğrencisi ve araştırma görevlisiyim. Yüksek lisans tezimde öğretmen adaylarının bakış açısından öğretim kaygılarını ve bu kaygıların kaynaklarını araştırmaktayım. Bu kapsamda eğitim fakültelerinin öğretmenlik programlarına kayıtlı olan son sınıf öğretmen adayları ile görüşmeler yapmaktayım. Görüşme kişisel bilgiler ile öğretim kaygıları olmak üzere iki bölümden oluşmaktadır.

Bu görüşme sırasında paylaşacağınız tüm bilgiler yalnızca bilimsel amaçlar doğrultusunda kullanılacak ve kimliğiniz araştırmacı tarafından gizli tutulacaktır. Görüşme soruları kişisel rahatsızlık verecek sorular içermemektedir. Ancak görüşme sırasında sorulardan veya başka bir nedenden dolayı kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakabilirsiniz. Kabul ederseniz herhangi bir noktayı kaçırmamak için görüşmeyi kaydetmek istiyorum. Görüşmeyi yarıda bırakmanız durumunda yapılan kaydın silinmesini talep edebilirsiniz. Görüşme yaklaşık 30-40 dakika sürecektir. Görüşme sonrasında araştırmacılara ulaşmak isterseniz Burcu Özcan ile iletişime geçebilirsiniz.

Görüşmeye başlamadan önce araştırma hakkında sormak istediğiniz bir soru varsa memnuniyetle cevaplayabilirim. Vakit ayırarak görüşlerinizi paylaştığınız ve katkılarınız için şimdiden çok teşekkür ederim.

Görüşme Soruları

Kişisel Bilgiler

1. Öğretmenlik bölümünü seçme nedenleriniz nelerdi?
2. Öğretmenlik mesleği hakkında genel olarak düşünceleriniz nelerdir?
 - a. Öğretmenlik mesleğini bir şeye benzetecek olsanız neye benzetirdiniz?
 - b. En olumlu ve olumsuz yanları sizce nelerdir?
3. Ailenizde/yakın çevrenizde öğretmen var mı?
 - a. Öğretmen oldukları için memnunsunlar mı? Bunu nasıl yansıtıyorlar?
4. Bulduğunuz bölümden ne kadar memnunsunuz?
5. Almakta olduğunuz öğretmen eğitiminin sizi mesleğe hazırlamasını nasıl değerlendiriyorsunuz?
6. Alan bilgisi yeterliğiniz hakkında ne düşünüyorsunuz?
7. Alan eğitimi bilgisi yeterliğiniz hakkında ne düşünüyorsunuz?
8. Kendinizi öğretmenlik yapmaya hazır hissetme/hissetmeme sebepleriniz nelerdir?
9. Daha önce öğretmenlik yaptınız mı?
 - a. Öğretim yaparken ne gibi duygular yaşadınız/yaşayacağınızı düşünüyorsunuz?
 - b. Zorlandığınızı/zorlanacağınızı düşündüğünüz durumlar nelerdi? Neler hissettiniz ve yaptınız?
10. Çalışmak istediğiniz okul türünü ve kademeyi nedenleriyle belirtir misiniz?

Öğretim Kaygısı

1. “Öğretim kaygısı” dediğinde aklınıza gelen şeyleri söyler misiniz?
2. Siz öğretim ile ilgili ne gibi kaygılar yaşıyorsunuz?
3. Sahip olduğunuz öğretim kaygılarının nedenlerinin ne olduğunu düşünüyorsunuz?

4. Kendiniz öğretim ile ilgili bir kaygı yaşamıyorsanız/Kendi öğretim kaygılarınız dışında çevrenizdeki öğretmen adaylarında gözlemlediğiniz öğretim kaygıları nelerdir?
 - a. Siz bu kaygıların neyden kaynaklanmış olabileceğini düşünüyorsunuz?
5. Bulduğumuz süreçte online öğretim yapılmakta. Bu durum hakkında yaşadığınız kaygılar nelerdir?
6. Öğretim kaygılarınızda zaman zaman artma veya azalma hissediyorsanız sebeplerinden bahsedebilir misiniz?
7. Öğretmenlik deneyimi kazanmanın kaygılarınızda ne gibi farklılıklar yaratacağını düşünüyorsunuz?
8. Öğretmen adaylarının öğretim kaygılarını gidermek için öğretmen eğitimi sürecinde neler yapılabilir? Kimler, nasıl destek olabilir?

B. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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02 KASIM 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ahmet OK

Danışmanlığım yaptığımız Burcu ÖZCAN'ın "Öğretmen Adaylarının Öğretim Kaygısı ve Kaygılarının Sebeplerinin İncelenmesi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 303-ODTU-2020 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

C. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Bölümü yüksek lisans öğrencisi Burcu Özcan tarafından Prof. Dr. Ahmet OK danışmanlığında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı

Bu çalışma, Eğitim Fakültesinde öğrenim gören siz öğretmen adaylarının öğretim kaygılarını ve bu kaygıların sebeplerini incelemek amacıyla yürütülmektedir.

Çalışmada katılımcılardan beklenenler:

Araştırmaya katılmayı kabul ederseniz, sizden önce ayrı olarak hazırlanmış gönüllü katılım formunu okumanız ve imzalamanız istenecektir. Daha sonra görüşme sorularını yanıtlamanız istenecektir.

Katılımla ilgili bilmeniz gerekenler:

Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Görüşmede sizden kimlik belirleyici bilgi istenmemektedir. Çalışma rahatsızlık verecek sorular içermemektedir ancak herhangi bir sebeple rahatsızlık hissederseniz çalışmayı bırakabilirsiniz.

Araştırmaya katılanlardan toplanan veriler tamamen gizli tutulacak, veriler ve kimlik bilgileri herhangi bir şekilde eşleştirilmeyecektir. Ayrıca toplanan verilere sadece araştırmacılar ulaşabilecektir. Bu araştırmanın sonuçları bilimsel ve profesyonel yayınlarda veya eğitim amaçlı kullanılabilir, fakat katılımcıların kimliği gizli tutulacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Çalışmayla ilgili soru ve yorumlarınızı araştırmacılara ozcanb@metu.edu.tr adreslerinden iletebilirsiniz. Çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

D. TURKISH SUMMARY/ TÜRKÇE ÖZET

ÖĞRETİM KAYGISININ VE KAYNAKLARININ ÖĞRETMEN ADAYLARININ BAKIŞ AÇISINDAN İNCELENMESİ

GİRİŞ

Kaygı her bireyin yaşayabileceği bir duygudur ve genellikle gerginlik, endişeli düşünceler ve belirli fiziksel tepkilerle ilişkilendirilerek tanımlanır. Rogers (1957) kaygıyı kaynağı belirsiz olan bir gerginlik ve huzursuzluk durumu olarak tanımlar. Ayrıca kaygı, stresin bir ürünü olarak ifade edilmekte ve stresin bireylerin davranışları üzerindeki etkisinin aracısı olarak betimlenmektedir (Spielberger, 1966). Kaygı bireylerde çeşitli sebeplerden dolayı ortaya çıkabilir ve farklı seviyelerde hissedilebilir. Çoğunlukla olumsuz bir duygu olarak tanımlansa da kaygının belirli bir düzeyde hissedildiğinde bireyler için yararlı olduğuna inanılmaktadır. Albert ve Haber (1960) kaygıyı zarar verici ve yararlı kaygı olarak ikiye ayırmışlardır. Zarar verici kaygı bireylerin potansiyellerini gerçekleştirmelerine engel olarak zararlı etkiler bırakırken yararlı kaygının bireylerin potansiyellerini gerçekleştirme ve hatta aşma konusunda yardımcı olduğu savunulmaktadır. Dolayısıyla kaygı hissedilen seviye ve sıklığa göre bireyler için zarar verici ya da yararlı olabilmektedir. Bu bağlamda, bireylerin zarar verici kaygılarının yararlı kaygılara çevrilmesi büyük önem taşımaktadır. Kaygıların kaynağını öğrenmek ve o kaynağı ortadan kaldırarak veya etkisini hafifleterek bireylerin kaygıları yararlı bir seviyeye getirilebilir. Bu duruma eğitim açısından bakıldığında ise eğitimin etkililiğini artırmak için öğretmen ve öğretmen adaylarının kaygılarını belirlemek ve kaynaklarının neler olduğunu ortaya çıkarmak gerekmektedir.

Öğretim kaygısı öğretim ve öğretmenlik mesleği ile ilgili duyulan gerginlik ve endişe duygusu olarak tanımlanabilir. Buitink ve Kemme (1986) öğretim kaygısını öğretmenliğin anlık ve belirli durumlarla ilişkili olarak ortaya çıkan bir özelliği olarak tanımlar ve şiddeti zamanla artıp azalabilen bir duygu olduğunu savunur. Öğretim

kaygısı ben merkezli, görev merkezli ve öğrenci merkezli kaygılar olarak üç grupta ele alınabilir (Fuller, 1969; Fuller vd., 1974). Ben merkezli öğretim kaygıları bireylerin öğretmenlik mesleğine adaptasyon ve yeterlik düşünceleri ile ilgili olabilirken görev merkezli kaygılar iyi bir öğretmen olmak, etkili öğretim yapabilmek ve sınıfı yönetebilmek gibi öğretmenin rol ve sorumlulukları ile ilgili kaygıları kapsar. Öğrenci merkezli kaygılar ise öğrencilerin bilişsel, duygusal ve sosyal ihtiyaçlarını anlayabilmek ve bu ihtiyaçları giderebilmek konularındaki kaygıları içermektedir. Öğretim kaygısını etkileyen en önemli faktörlerden birinin öğretim deneyimi olduğu düşünülmekte ve öğretim kaygılarının daha fazla öğretim deneyimi kazandıkça azalabileceği savunulmaktadır (Fuller, 1969). Öğretim kaygısının hem öğrencilerin öğrenmelerinde ve kazanımlarında hem de öğretmenlerin etkililiği ve mesleki gelişimlerinde olumsuz bir etkiye sahip olabileceği düşünülmektedir (Doğan & Çoban, 2009). Bu sebeple öğretmenlerin ve dolayısıyla eğitimin kalite ve etkililiğinin artması için hizmet içi öğretmenlerin ve öğretmen adaylarının öğretim kaygılarını araştırmak ve bu kaygıların olumsuz etkilerini gidermek gerekmektedir.

Türkiye’de öğretmen eğitimi için iki seçenek vardır. İlk seçenek üniversitelerin eğitim/eğitim bilimleri fakültelerinde sunulan öğretmen eğitimi programlarından mezun olmak iken diğer seçenek YÖK’ün uygun gördüğü üniversiteler tarafından sunulan pedagojik formasyon sertifikasını edinmektir. İlk seçenek lisans düzeyinde ve lise mezunu bireylere sunulurken ikinci seçenek başka bir programdan lisans diplomasına sahip olup daha sonra öğretmen olmak isteyen bireyler için sunulur. Öğretmen eğitimi programlarında öğretmen adaylarına alan eğitimi, öğretmenlik meslek bilgisi ve genel kültür alanlarında çeşitli dersler verilerek onları öğretmenlik yapmaya hazırlamak amaçlanır (YÖK, 2018). Öğretmen eğitiminin teorik kısmının yanı sıra uygulama kısmı da mevcuttur. Programın son dönemlerinde sunulan okul deneyimi ile öğretmenlik uygulaması dersleri aracılığıyla öğretmen adaylarının öğretim deneyimi kazanması ve öğretmenlik mesleğine hazırlanması amaçlanır. Alan yazında öğretmen adaylarının birçok ders almalarına rağmen öğretmenlik uygulaması derslerinde kaygılı oldukları görülmüştür (Paker, 2011; Danner, 2014; Kara & Yılmaz-Güngör, 2015). Kaygı bireylerin düşünce ve davranışları üzerinde bir etkiye sahip olduğu göz önünde bulundurulduğunda öğretmen adaylarının öğretim hakkındaki

kaygılarının araştırılması ve çözüm önerilerinin sunulması onların ileride daha etkili öğretmenler olabilmesi adına büyük önem taşımaktadır.

Bu bağlamda, bu çalışma, öğretmen adaylarının bakış açılarından öğretim kaygısını ve kaynaklarını araştırmayı amaçlamaktadır. Çalışmada ayrıca öğretmen adaylarının öğretim kaygısını azaltmaya yönelik önerilerinin alınması da amaçlanmıştır. Çalışmanın amacına uygun olarak aşağıda verilen üç araştırma sorusu oluşturulmuştur:

1. Öğretmen adaylarının öğretim ile ilgili yaşadıkları kaygılar nelerdir?
2. Öğretmen adaylarının yaşadığı öğretim kaygılarının kaynakları nelerdir?
3. Öğretmen adaylarının bakış açısından öğretim kaygıları nasıl giderilebilir?

Bu çalışma öğretmen adaylarının öğretime dair yaşadığı kaygıları ve bu kaygıların kaynaklarını ortaya çıkararak gerekli değişiklik ve önlemlerin farkına vararak öğretmen eğitiminin daha etkili olmasını sağlamak adına önem taşımaktadır. Bu çalışmanın sonuçlarının öğretim kaygısının ve etkilerinin önemi hakkında farkındalığı artırarak eğitim politikası belirleyicilerine öğretmen eğitimi programlarının eğitim programını düzenlerken yarar sağlayacağına inanılmaktadır. Böylelikle öğretim kaygısının hem öğretmen adayları hem de onların gelecekteki öğrencileri için oluşturabileceği olumsuz etkilerin önlenmesi amaçlanmaktadır.

YÖNTEM

Nitel araştırmalar bireylerin deneyim ve anlamlarına odaklanarak çeşitli konularda derinlemesine çalışmalar yapmaya olanak tanır (Patton, 2002). Ayrıca, nitel araştırmalarda algı ve olayların gerçekçi ve bütüncül bir biçimde ortaya konması amaçlanır (Yıldırım & Şimşek, 2011). Bu çalışmada nitel araştırma yöntemlerinden fenomenoloji deseni kullanılmıştır. Fenomenoloji çalışmalarında amaç bireylerin bir olgu ile ilgili yaşanmış deneyimlerinin anlamlandırılmasıdır (Patton, 2002). Bu çalışmada araştırılan olgu öğretim kaygısıdır. Bu bağlamda, bu çalışmada öğretim kaygısı ve kaynaklarının öğretmen adaylarının bakış açısından araştırılması amaçlanmaktadır.

Araştırmanın katılımcılarını İç Anadolu/Türkiye bölgesinde bir devlet üniversitesindeki öğretmen yetiştirme programlarına kayıtlı 20 öğretmen adayı

oluşturmaktadır. Katılımcı öğretmen adayları amaçlı örnekleme yöntemlerinden biri olan ölçüt örnekleme yöntemi kullanılarak belirlenmiştir. Bu kapsamda, çalışmaya katılım için gerekli olan ölçütler öğretmen adaylarının eğitim fakültesine kayıtlı son sınıf öğrenciler olması ve bölümlerinin ilk 3 sene içinde sunduğu alan eğitimi ile meslek bilgisi derslerini almış olmaları olarak belirlenmiştir. Bu bağlamda, öğretmen adaylarının son sınıfta alacakları öğretim uygulaması dersinden önce bölümlerince sunulan ilgili teorik dersleri almış olmaları ve öğretmen eğitimi programı içerisinde sunulan öğretim uygulaması imkanıyla henüz öğretim deneyimi kazanmamış olmaları hedeflenmektedir. Bu ölçütlerin belirlenmesindeki amaç çalışmaya katılacak tüm öğretmen adaylarının öğretim uygulaması dersini almamış olmalarını sağlamak; dolayısıyla da öğretim deneyiminin öğretim kaygısı üzerindeki muhtemel etkilerini ortadan kaldırmaktır. Çalışmaya gönüllü olan ve belirlenen ölçütleri sağlayan 20 öğretmen adayı katılmıştır.

Mevcut çalışmaya katılan 20 öğretmen adayından 10'u İngilizce Öğretmenliği Bölümü, altısı İlköğretim Matematik Öğretmenliği Bölümü, biri Matematik Öğretmenliği Bölümü ve üçü İlköğretim Fen Bilgisi Öğretmenliği Bölümü öğrencisidir. 20 katılımcının hepsi 4. sınıf öğrencisi olmakla beraber, yaşları 21-28 arasındadır. Katılımcıların 18'i kadın, ikisi ise erkek öğretmen adaylarından oluşmaktadır.

Bu çalışmada veriler yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Görüşmelerde veri toplama aracı olarak araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme protokolü kullanılmıştır. Veri toplama aracı geliştirilirken ilgili alan yazın ve teoriler incelenmiş ve görüşme soruları oluşturulmuştur. Sorular daha sonra alanda ilgili çalışmalar yapan beş öğretim görevlisi ile paylaşılarak uzman görüşü alınmıştır. Uzman görüşleri üzerine sorularda yapısal ve içerik ile ilgili düzenlemeler ve eklemeler yapılarak protokolün son haline ulaşılmıştır. Görüşme soruları öğretmen adaylarının kişisel bilgilerini ve öğretim kaygısı üzerine görüşlerini almak amacıyla iki bölüm halinde 18 ana soru olarak yöneltmiştir. Görüşmeler 2019-2020 Güz dönemi içerisinde 20 katılımcı ile bireysel olarak ve çevrimiçi bir uygulama olan Zoom üzerinden gerçekleştirilmiştir. Her bir görüşme ortalama 45-50 dakika

aralığında sürmüştür. Görüşmeler veri kaybını önlemek amacıyla ve her katılımcının iznini alarak kayıt altına alınmıştır.

Bu çalışmada yarı yapılandırılmış görüşmeler aracılığıyla elde edilen veriler içerik analizi yoluyla çözümlenmiştir. Veri analizi aşamasında Creswell (2009) tarafından öneriler adımlar dikkate alınmıştır. Bu bağlamda, çalışmada elde edilen veriler öncelikle transkript edilmiştir. Görüşme transkriptleri genel anlamı yakalamak amacıyla bir kez okunmuştur. Sonrasında ilgili alan yazın ve katılımcıların görüşleri doğrultusunda görüşmeler kodlanmıştır. Ortaya çıkan kodlar benzerlikleri ve birbirleriyle ilişkileri doğrultusunda belirli temalar altında toplanmıştır. Veri analizi çevrimiçi bir uygulama olan MAXQDA programından yararlanılarak yapılmıştır.

Bu çalışmada güvenilirliği sağlamak amacıyla çeşitli stratejiler kullanılmıştır. İnanırcılığını sağlamak için araştırmacı çeşitlemesi ve uzman incelemesi stratejilerine başvurulmuştur (Patton, 2002; Creswell, 2013). Aktarılabirlik için amaçlı örnekleme yöntemi kullanılırken, tutarlık ve teyit edilebilirliği sağlamak için danışmanın süreç boyunca rehberliğinden yararlanılmıştır (Yıldırım & Şimşek, 2011).

Bu çalışmada veriler görüşme yoluyla toplandığından belirli sınırlılıklar söz konusu olabilir. Öncelikle görüşmelerin maliyet, zaman, yanlılık ve gizliliğin sağlanması konusunda olumsuzluk yaratabileceğine inanılmaktadır (Cohen vd, 2007). Bu kapsamda, bu çalışmada da katılımcıların gönüllülük esasına göre belirlenmesine ve çalışma kapsamındaki haklarının açıkça belirtilmesine karşın görüşmeler esnasında gizlilik hakkındaki muhtemel kaygılarından dolayı detaylı bilgi vermeme ihtimali vardır. Ayrıca, çalışma COVID-19 pandemisi sürecinde gerçekleştirildiğinden görüşmeler çevrimiçi ortamda ve katılımcının rızası alınarak kayıt altına alınarak gerçekleştirilmiştir. Bu ortamın katılımcıların görüşme sırasındaki tutum ve paylaşımlarını etkileme ihtimali mevcuttur.

BULGULAR

Bu çalışmada öğretim kaygısı öğretmen adaylarının bakış açısından incelenmiştir. Çalışmada öğretmen adaylarının öğretim kaygıları ile sahip oldukları kaygıların kaynakları araştırılmış ve bu kaygıları ortadan kaldırmak için öğretmen adaylarının önerileri alınmıştır. 20 öğretmen adayı ile bireysel olarak gerçekleştirilen yarı

yapılandırılmış görüşmeler sonucunda elde edilen veriler içerik analizi yoluyla çözümlenmiştir. Analiz sonucunda ortaya çıkan bulgular araştırma sorularına göre incelenmiştir. Bu kapsamda edilen bulgular öğretim kaygıları, kaygıların kaynakları ve öğretmen adaylarının önerileri olarak üç grupta ele alınmıştır. Birinci olarak elde edilen bulgular öğretmen adaylarının ben merkezli, görev merkezli ve öğrenci merkezli olmak üzere üç tür öğretim kaygısına sahip olduklarını göstermiştir. Öğretmen adaylarının ben merkezli öğretim kaygıları adaptasyon, güvenlik ve ilişkiler konuları etrafında toplanmıştır. Görev merkezli kaygılar ise işe başlama, öğretim süreçleri, yönetim ile ilgili konular, aşırı iş yükü ile imkanlar ve kaynaklar olarak belirlenmiştir. Öğrenci merkezli kaygılar ise öğrencilerle ilişki kurmak, öğrencilerin bireysel farklılıkları ile başa çıkmak, öğrencilerin öğrenmesini sağlamak ve öğrencilerin motivasyonunu artırmak konularını içermektedir.

İkinci olarak, analiz sonuçlarına göre öğretim kaygısının kaynakları ile ilgili olarak bulgular öğretmen adaylarında öğretim kaygısına neden olan kişi ile ilgili, öğretmen yetiştirme ile ilgili ve meslekle ilgili faktörlerin olduğunu göstermiştir. İlk olarak kişi ile ilgili faktörler arasında öğretmen adaylarının deneyim eksikliği, yetersizlik hissi, geçmiş olumsuz deneyimler, kişilik özellikleri ve geleceğin belirsizliği yer almaktadır. Öğretmen yetiştirme ile ilgili ise eğitim programındaki tutarsızlıklar, teori ile pratik arasındaki uyumsuzluklar, öğretim uygulaması imkanının yetersizliği ve öğretim elemanları ile ilgili faktörlerin öğretmen adaylarının öğretim kaygılarının kaynakları arasında olduğu bulunmuştur. Meslekle ilgili faktörler arasında ise mesleğin düşük statüsü, öğretmenlerden yüksek beklentiler olması ve öğretmenlerin olumsuz deneyimleri gibi öğretmenler üzerindeki dış etkiler ile çevrimiçi öğretim ve sınıf kademesi gibi öğretim ile ilgili konular yer almaktadır.

Son olarak, üçüncü araştırma sorusuyla ilişkili olan bulgular öğretmen adaylarının öğretim kaygısını azaltmaya yönelik önerilerinin iki temada toplandığını göstermiştir. Analiz sonuçlarına göre öğretmen adayları öğretmen yetiştirme programı ile ilgili önerilerde bulunurken bireylere yönelik öneriler de ortaya çıkmıştır. Öğretmen yetiştirmeye yönelik olarak öğretmen adaylarının önerileri program içerisinde deneyim kazanmak için öğretim uygulamaları dersleriyle ilgili daha fazla fırsat sunulması, öğretim elamanlarıyla ilişkilerin geliştirilmesi, ders içeriklerinin

düzenlenmesi ve alanda çalışan öğretmenlerle deneyim paylaşımı yapılması olarak belirtilmiştir. Son olarak, öğretmen adaylarına bireysel olarak ise özel ders vermek veya bir eğitim kurumunda çalışmak ile ders planları hazırlayarak, materyal paylaşımı yaparak ve kendilerini meslek için geliştirerek gelecekte yapacakları öğretime hazırlanmaları önerilmiştir.

TARTIŞMA VE ÖNERİLER

Bu çalışmada elde edilen bulgular araştırma soruları göz önünde bulundurularak ilgili alan yazın ışığında tartışılmıştır. Bu kapsamda, öncelikle ilk araştırma sorusunun odağı olan öğretim kaygıları ele alınmıştır. Verilerin analizi sonucunda öğretmen adaylarının ben merkezli, görev merkezli ve öğrenci merkezli kaygılara sahip olduğu ortaya çıkmıştır.

Ben merkezli kaygılar arasında adaptasyon konusu yer almaktadır. Öğretmenlik mesleği yenilik ve sürekli değişime tabii olan bir meslek olarak tanımlanmakta ve dolayısıyla öğretmenlerin bu yenilik ve değişimlere ayak uydurabilmeleri için adaptasyon ve uyum yeteneklerine sahip olmaları beklenmektedir (Collie & Martin, 2016). Mevcut çalışmada alan yazında yer alan çeşitli çalışmalarla uyumlu olarak öğretmen adaylarının adaptasyon konusunda kaygı duydukları ortaya çıkmaktadır. Benzer bulgulara sahip diğer çalışmalarda da belirtildiği üzere yeni bir meslek ve çevreye uyum sağlamak öğretmen adayları için kaygı verici bir durum olabilir (Kyriacou & Sutcliffe, 1978; Murray-Harvey vd., 2000; Cabı & Yalçınalp, 2009). Ayrıca, bu çalışmada öğretmen adayları mesleğe devam etmelerini sağlayacak motivasyona sahip olacakları konusunda da kaygılı olduklarını belirtmişlerdir. Motivasyonun öğretmen adaylarının mesleğe başlama ve devam etmelerinde önemli bir etken olduğu bilinmektedir (Bruinsma & Jansen, 2010; Hagger & Malmberg, 2010). Bu bağlamda, öğretmen adaylarının yeni bir döneme başlarken yüksek bir motivasyona sahip olması gerekmekte ve meslekte devamlılıkları için de motivasyonlarının sürekliliği sağlanmalıdır. Bu sebeple, öğretmen adaylarının meslekle ilgili motivasyonları konusundaki kaygıları dikkatle ele alınmalıdır.

Mevcut çalışmada öğretmen adaylarının güvenlik ile ilgili kaygıları ise psikolojik, fiziksel ve finansal bağlamlarda ortaya çıkmıştır. Psikolojik olarak öğretmen

adaylarının mesleğe başladıklarında nasıl bir tutum ile karşılaşacakları konusunda kaygılı oldukları görülmüştür. Fiziksel güvenlik olarak öğretmen adaylarının mesleğe başladıklarında yönetici, meslektaşlar, veliler veya öğrenciler tarafından şiddete maruz kalma konusunda kaygılı oldukları bulunmuştur. Finansal bağlamda ise öğretmenlik mesleğinden elde edecekleri gelirin ihtiyaçlarını karşılamada yeterli olacağı konusunda kaygılı oldukları sonucuna ulaşılmıştır. Öğretmen adaylarının bahsi geçen konularda güvensiz hissetmeleri onların iyi olma durumunu etkileyebileceği gibi, aynı zamanda gelecekteki öğrencilerinin başarıları üzerinde de etki sahibi olabileceği düşünülmektedir (Brophy, 1986; Wright vd., 1997; Rockoff, 2004; Duckworth vd., 2009). Bu sebeple, öğretmen adaylarının ihtiyaçlarını giderebilecekleri ve güvenliklerini sağlayabilecekleri konusunda kendilerini güvende hissetmelerinin büyük önem taşımadığına inanılmaktadır.

Öğretmen adaylarının ayrıca okul yöneticileri, meslektaşları ve öğrencileri ile kuracakları ilişkiler konusunda da kaygılı oldukları elde edilen bulgular arasındadır. Diğer bir ifadeyle, öğretmen adaylarının okul yöneticileri, öğretmen meslektaşları ve öğrencileri ile iyi ilişkiler geliştirebilme ve mesleğe yeni başladıkları süreçte kendilerine yeterli destek ve saygı gösterilmesi konusunda kaygılı oldukları görülmüştür. Öğretmenlerin iyi ilişkiler kurmaları kendi iyi olma durumlarını etkileyebileceği gibi, özellikle de öğrenciler ile iyi ilişkilere sahip olmaları öğrencilerin başarısında önemli bir etkiye sahip olduğuna inanılmaktadır (Gamaron, 2003; Ferlazzo, 2015; Jong, 2015). Bu sebeple, öğretmen adaylarının mesleğe başladıklarında mesleki çevrelerinde kuracakları ilişkilerin hem kendileri hem de öğrencileri adına dikkat edilmesi gereken bir konu olduğuna inanılmaktadır.

Mevcut çalışmanın ilk araştırma sorusu kapsamında ikinci olarak öğretmen adaylarının görev merkezli kaygılara sahip oldukları görülmüştür. Bu görev merkezli kaygılar arasında işe başlama ve atanma süreçleri ile ilgili kaygılar ön plana çıkmaktadır. Bu kaygıların var olması öğretmen adayları için öğretmenlik mesleğinin dışında çeşitli kariyer imkanları bulunmamasından kaynaklanan ve devlet okullarında çalışabilmek için birçok öğretmen adayı ile birlikte Kamu Personeli Seçme Sınavı (KPSS) sürecinden geçmeleri gerektiğinden bu durum öğretmen adayları için kaygı verici olduğu düşünülmektedir (Atmaca, 2013; Bilali & Tarusha, 2015; Üredi vd.,

2016; Güven & Dak, 2017). Bunun yanı sıra, mevcut çalışmada öğretmen adaylarının öğretim süreçleri hakkında kaygılandıkları ortaya çıkmıştır. Diğer bir ifadeyle, öğretmen adayları derse hazırlanma süreci, etkili öğretim yapabilme ile ölçme ve değerlendirme süreçlerini kaygı verici bulmaktadırlar. Bu kaygıların alan yazında yer alan diğer çalışmalarla uyumlu olduğu görülmüştür (Graham, 2005; Cabı & Yalçınalp, 2009; Otanga & Mwangi, 2015). Ayrıca, bu çalışmada öğretmen adaylarının zaman ve sınıf yönetimi konularında kaygılandıkları ortaya çıkmıştır. Öğretmen eğitimi sürecinde öğretmen adaylarının öğretim süreçlerine ve sınıf ortamına bizzat ve yeterince dahil olma imkanları olmadığından bu süreçler ile zaman ve sınıf yönetimi konularını kaygı verici bulduklarına inanılmaktadır. Son olarak, öğretmen adayları aşırı iş yükü ile imkan ve kaynakların eksikliği konularında kaygılanmaktadırlar. Öğretmen adaylarının bu kaygılara sahip olması mesleğe yeni başlayacak olmaları ve henüz kendilerinden beklenenleri bilmemeleri ile açıklanabilir.

Bu çalışmadaki ilk araştırma sorusunun son teması öğrenci merkezli kaygılar olarak adlandırılmıştır. Bu kaygılar kapsamında öğretmen adaylarının öğrencilerle ilişki kurabilme, bireysel farklılıklarla başa çıkabilme, öğrencilerin öğrenmesini sağlama ve motivasyonlarını artırma konularında kaygı yaşadıkları görülmüştür. Daha açık bir ifadeyle, öğretmen adayları her bir öğrencinin ihtiyaçlarını ve isteklerini anlayıp giderme konularında başarısız olurlarsa öğrencilerle iyi ve güçlü ilişkiler kuramayacaklarından ve durumun da öğrencilerin öğrenmesi ve motivasyonlarını olumsuz etkileyeceğinden kaygılanmaktadırlar. Öğrenci-öğretmen arasındaki ilişkilerin hem öğretmen etkililiği üzerinde hem de öğrencilerin motivasyon ve öğrenmeleri üzerinde bir etkiye sahip olduğu göz önüne alındığında (Theobald, 2006; Ferlazzo, 2015), bu konuların öğretmen adayları için kaygı verici olması anlaşılabilir.

Mevcut çalışmanın ikinci araştırma sorusu kapsamında öğretmen adaylarının sahip olduğu öğretim kaygılarının kaynakları ortaya çıkarılmaya çalışılmıştır. Bu kapsamda, analiz sonuçlarına göre öğretmen adaylarının öğretim kaygılarının kaynağı olarak kişi ile ilgili, öğretmen yetiştirme ile ilgili ve meslekle ilgili faktörlerin olduğu ortaya çıkmıştır. Birinci olarak, kişi ile ilgili kaynaklar arasında öğretmen adaylarının deneyim eksikliği, yetersizlik hissi, geçmiş olumsuz deneyimleri, kişilik özellikleri ve geleceğin belirsizliği konuları yer almaktadır. Bu kaygı kaynakları alan yazında da

karşımıza çıkmaktadır. Öncelikle, öğretmen adaylarının öğretim deneyimi kazanabilmeleri için yeterli imkan bulunmamaktadır. Öğretmen adayları deneyim kazanamadıkları için öğretim kendilerine belirsiz gelebilmekte ve öğretim hakkında çeşitli kaygılar geliştirebilmektedir. Alan yazında da öğretim deneyiminin önemi sıkça vurgulanmakta ve bireylerin öğretim deneyimi arttıkça öğretim kaygılarının azalacağı tartışılmaktadır (Gardner & Leak, 1994; Ameen vd., 2002; McVey, 2004; Parker, 2011; Aydın, 2016). Benzer şekilde, öğretmen adayları bilgi, öz yeterlik ve özgüven eksikliği yaşadıklarında da gelecekte etkili öğretmenler olabilme konusunda birtakım kaygılar geliştirebilmektedir (Obodo, 1990; Williams, 1991; Bell, 2005). Ayrıca, geçmişte bir konuyu öğrenirken veya öğretirken yaşanan olumsuz deneyimler de öğretmen adaylarında öğretime dair kaygılar oluşturabildiği görülmüştür (Uusimaki & Nason, 2004). Bunların yanı sıra, bu çalışmada öğretmen adaylarının kaygılarının çabuk sinirlenmek, ciddi mizaçlı olmak, sosyal ilişkilerde çekingen olmak ve duygusal olmak gibi kişilik özelliklerinden de kaynaklanabildiği ortaya çıkmıştır. Bireylerin öğretmenlik mesleğiyle uyuşmayan özelliklere sahip olduklarını düşünerek kaygılanabilecekleri alan yazında başka çalışmalarda da karşımıza çıkmaktadır (Sammephet & Wanphet, 2013; Aydın, 2016; Koşar, 2018). Son olarak, mezuniyet sonrası için net gelecek planlarının olmaması sebebiyle geleceğin belirsizliği öğretmen adaylarında kaygıya yol açmaktadır. Belirsizliğin bireylerde kaygıya yol açabileceği (Sapir & Aronson, 1990) ve öğretmenlik mesleğinin de belirsizlik ve değişimi içinde barındıran bir meslek olduğu (Collie & Martin, 2016) göz önüne alınarak öğretmen adaylarının kaygıları anlaşılabilir.

Bu çalışmada kaygı kaynaklarıyla ilgili ikinci olarak öğretmen yetiştirme ile ilgili kaynaklar ortaya çıkmıştır. Bu kaynaklar arasında eğitim programındaki tutarsızlıklar, teori ile pratik arasındaki uyumsuzluklar, öğretim uygulaması imkanının yetersizliği ve öğretim elemanları ile ilgili faktörler yer almaktadır. Bu çalışmadaki öğretmen adayları öğretim elemanlarının K-12 düzeyinde öğretim deneyimi olmadığından eğitimin mevcut durum ve şartlarından uzak olduklarını belirtmişlerdir. Bu durumun bir yansıması olarak da öğretmen adaylarına pratik ile ilgili işe yarar ve gerçekçi bilgiler sağlayamadıkları belirtilmiştir. Bununla bağlantılı olarak, öğretmen eğitimi programlarının fazla teori içerirken pratik ile bağlantısının yetersiz olması hem bu çalışmada hem de alan yazında eleştirilen bir noktadır (Öztürk & Yıldırım, 2014). Ek

olarak, öğretmen eğitimi programı içerisinde öğretmen adaylarına bir akademik dönem için sunulan öğretim uygulaması imkanının yetersiz olduğu ve geç başladığı düşünülmektedir. Bunlar göz önüne alındığında öğretmen adayları program süresince teorik birçok ders almalarına karşın öğretim kaygılarına sahip oldukları görülmektedir (Kara & Yılmaz-Güngör, 2015). Öğretmen adayları öğrendikleri teorik bilgileri pratikte nasıl uygulayacaklarını bilmediklerinden ve yeterli öğretim deneyimi edinmemelerinden kaygılanmakta oldukları düşünülmektedir (Özgün-Koca & Şen, 2006; Paker, 2011; Danner, 2014).

Mevcut çalışmada üçüncü olarak ise öğretmen adaylarının kaygılarının öğretmenlik mesleği ile ilgili kaynakları olduğu görülmüştür. Bu kaynaklar arasında öğretmenler üzerindeki dış etkiler ve öğretim ile ilgili konular yer almaktadır. Öğretmen adaylarının kaygılarının mesleğin toplumda düşük bir statüye sahip olmasına rağmen öğretmenlerden beklentilerin yüksek olması durumu söz konusudur. Alan yazındaki çalışmalara paralel olarak, öğretmenlik mesleği ile ilgili bu karşıtlık öğretmen adaylarını gelecekte nasıl bir mesleki hayata sahip olacakları ve ne yapmaları gerektiği konusunda kaygılandırmaktadır (Çakıroğlu & Çakıroğlu, 2003; Hagger & Malmberg, 2010). Bunlara ek olarak, bu çalışmada öğretmen adaylarının çevrimiçi öğretim yapma ihtimalinden kaynaklanan kaygıları olduğu görülmüştür. Bu durum öğretmen eğitimi programlarında öğretmen adaylarının yüz yüze eğitime göre yetiştirildiği ve çevrimiçi öğretim yapmak konusunda yetiştirilmemeleri ile açıklanabilir. Öğretmen adaylarının pandemi dönemi gibi beklenmedik bir süreçte çevrimiçi öğretim yapma ihtimallerinden dolayı kaygı duydukları gözlenmiştir. Ayrıca, öğretmen adayları belirli bir sınıf kademesinde öğretim yapmayı tercih etmeyeceklerinden kaynaklanan kaygıları da mevcuttur. Bir kısım öğretmen adayı gençlerle çalışmaktan çekinirken, diğer bir kısım da çocuk öğrenenlerle çalışmak konusunda kaygı duymaktadır. Bu durum alan yazında da karşımıza çıkmakta ve sınıf kademesinin öğretmenler için kaygı kaynağı olabileceği ileri sürülmektedir (Chao-Hsiu, 2008; Merç, 2015).

Mevcut çalışmanın üçüncü araştırma sorusu kapsamında öğretim kaygılarını azaltmak için öğretmen adaylarının önerilerinin alınması amaçlanmıştır. Elde edilen veriler incelendiğinde önerilerin kaygı kaynaklarını ortadan kaldırmaya yönelik ifade edildiği görülmüştür. Bu bağlamda, analiz sonuçlarına göre öğretmen adaylarının önerileri

öğretmen yetiştirmeye yönelik ve bireylere yönelik olarak gruplandırılmıştır. Öğretmen yetiştirmeye yönelik öneriler arasında daha fazla öğretim uygulaması fırsatı verilerek öğretmen adaylarına deneyim imkanı sağlanması ile ders içeriklerinin daha pratiğe dayalı ve gerçek hayat şartlarında uygulanabilir şekilde düzenlenmesi yer almaktadır. Bu öneriler alan yazında da karşımıza çıkmakta ve öğretmen adaylarının özellikle de öğretmen eğitimi programının başında olacak şekilde öğretim deneyimi edinmelerine olanak sağlanmasının onların gelecek planlarını netleştirmelerinde ve kendilerini öğretmen olma konusunda daha gerçekçi değerlendirme ve yetiştirme konusunda etkili olacağına inanılmaktadır (Amett & Freeburg, 2008; Paker, 2011). Ek olarak, bu çalışmada öğretmen yetiştirme ile ilgili olarak öğretim elemanlarından daha rahat bir şekilde yardım alabilmek için ilişkilerin geliştirilmesi ve alandaki öğretmenlerle deneyim paylaşımı yapılmasına olanak sağlanması da önerilmiştir. Bu fırsatların öğretmen adaylarının kaygılarını başkalarıyla paylaşarak çözüm aramalarında ve gelecekte ne gibi şartlar altında çalışacaklarını birinci ağızdan yaşayan kişilerden öğrenerek kendilerini daha gerçekçi olarak hazırlamalarına imkan sağlayacağı düşünülmektedir. Son olarak, mevcut çalışmada öğretmen adaylarına bireysel olarak ise ders planları hazırlayarak, materyal paylaşımı yaparak ve kendilerini meslek için geliştirerek gelecekte yapacakları öğretime hazırlanmaları önerilmiştir. Bu öneriler arasında özel ders vererek veya bir eğitim kurumunda çalışarak öğretim deneyimi kazanmaları ön plana çıkmaktadır. Öğretmen adayları öğretmen eğitimi programı içerisinde yeterince öğretim deneyimi kazanamadıklarını düşündüklerinden ve deneyimin onların ileride gerçekleştirecekleri öğretimin kalitesinde rol oynayacağına inandıklarından öğretmen adaylarının kendi imkanlarıyla da olsa bu deneyimi edinmeleri için bu önerinin yapıldığına inanılmaktadır.

Mevcut çalışmanın bulguları ışığında uygulamaya ve gelecek araştırmalara yönelik öneriler sunulmuştur. Öncelikle, öğretmenlik mesleği stresten tamamen arındırılacak bir meslek olmadığına inanıldığı için, hem mevcut hizmet içi öğretmenlerin hem de öğretmen adaylarının yaşayacakları stres ve kaygı verici durumları nasıl idare edebilecekleri konusunda güçlendirilmeleri ve desteklenmeleri gerektiği düşünülmektedir. Bu kapsamda, uygulamaya yönelik ilk öneri öğretmen adaylarının ve hizmet içi öğretmenlerin stres yönetimi becerilerinin geliştirilmesidir. İkinci olarak, MEB ve YÖK arasında bir iş birliği kurulması önerilmektedir. Bu iş birliği

kapsamında öğretmen adaylarını yetiştirmekte büyük rol sahibi olan eğitim elemanlarının K-12 seviye okullarda daha aktif görev alabilmeleri, aynı zamanda öğretmen adaylarının da bu seviyelerdeki eğitim faaliyetlerine daha yoğun ve aktif katılım göstermesi mümkün kılınmalıdır. Böylelikle öğretmen adaylarının deneyim kazanıp kendilerini mesleğe daha hazır hissetmeleri sağlanabilirken, eğitim elemanlarının da günümüz eğitim şartlarına bizzat şahit olup öğretmen adaylarına pratikte daha uygulanabilir öneriler ile eğitim verebileceklerine inanılmaktadır. Bunların yanı sıra, öğretmen adaylarının çalışmada en çok vurguladığı konu göz önüne alınarak uygulama temelli bir öğretmen eğitimi programı oluşturulması önerilmektedir. Bu program kapsamında öğretmen adaylarına erken deneyim fırsatları sunulmalı, okul ve sınıf ortamlarında mümkün olduğunca fazla bulunmaları sağlanarak gelecek kariyer planlarını erkenden ve daha bilinçli olarak şekillendirmelerine olanak tanınmalıdır. Ayrıca, öğretmen adaylarının bireysel farklılıklar konusundaki kaygıları göz önünde bulundurularak kapsayıcı eğitim hakkında daha fazla bilinçlendirilmeleri, bilgilendirilmeleri ve hazırlanmaları önerilmektedir. Bu kapsamda, öğretmen adaylarına hem teorik bilgi sağlanmalı hem de uygulama imkanı tanınarak mesleğe daha iyi hazırlanmaları sağlanmalıdır. Son olarak, öğretmen adaylarının belirsiz olan gelecekte dolaylı kaygılanmalarını engellemek amacıyla hizmet içi öğretmenlerle bir araya gelebilecekleri bir iletişim ağının kurulması önerilmektedir. Bu ağ aracılığıyla öğretmen adaylarının mevcut eğitim şartları ve kendilerinden beklenecek durumlar hakkında bilgilendirilmeleri amaçlanmaktadır. Bu doğrultuda öğretmen adaylarının mesleğe başlarken daha hazır ve bilinçli olmaları hedeflenmektedir.

Bu çalışma sonucunda uygulamaya yönelik önerilere ek olarak gelecek araştırmalar için de öneriler sunulmuştur. Öncelikle bu çalışmada eğitim kaygısı olgusu ele alınmış ve olgu öğretmen adaylarının bakış açısından incelenmiştir. Eğitim kaygısını ele alacak gelecek araştırmalarda öğretmen yetiştiricisi olan eğitim elemanlarının ve eğitim uygulaması dersi kapsamında iş birliği yapılan K-12 seviyesinde çalışan danışman (mentor) öğretmenlerin de görüşleri alınabilir. Ayrıca, alan yazında eğitim kaygılarının türlerinin eş zamanlı olarak ortaya çıkabileceği gibi eğitim deneyimine bağlı olarak ardışık bir şekilde gelişebileceği de tartışılmaktadır. Bu çalışmada öğretmen adaylarının farklı türde kaygılara eş zamanlı olarak sahip olduğu

bulunmuştur. Gelecek arařtırmalarda ise ardışık bir gelişmenin söz konusu olup olmadığını incelemek amacıyla boylamasına (longitudinal) arařtırmalar yürütülebilir. Son olarak, öğretim kaygısı çeşitli etmenlerle ilişkili olabilir. Bu bağlamda, öğretim kaygısının oluşumunu önlemek veya gerekli önlemler alınarak öğretmen eğitimi programının etkililiğini artırmak amacıyla öğretim kaygısının başka etmenlerle ilişkilerinin arařtırılması önerilmektedir.

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