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RESEARCH ARTICLE

A REVIEW OF THE RELATIONSHIP BETWEEN OCCUPATIONAL ANXIETY AND SELF-ESTEEM LEVELS OF PROSPECTIVE TEACHERS

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ABSTRACT

The purpose of this study is to determine the relationship between occupational anxiety and self-esteem levels of prospective teachers and to explore whether these levels vary in accordance with gender, field and source of teacher training and the relation between occupational anxiety and self-esteem levels. Mean scores, t-test, one way analysis of variance, LSD test and Pearson correlation coefficient (r) for detecting source of the difference were used during the analysis of data that were collected from 413 prospective teachers through prospective teacher anxiety scale and coppersmith self-esteem inventory. At the end of the research, it was concluded that occupational anxiety levels of prospective teachers were low, whereas their self-esteem levels were high and as self-esteem levels of prospective teachers increased, and occupational anxiety levels decreased. As well as that this conclusion is at an accepted level, the teacher applications devoted to teachers' gaining self-confidence for increasing their self-esteem levels more through their own experiences may be increased. Moreover, making social and economical conditions of teaching profession better may serve this purpose. A similar study may be carried out with larger sample groups with the aim of researching various variables.

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INTRODUCTION

Taking place among developed countries of today's world depends on having well-trained and qualified human resources. Undoubtedly bringing up qualified human resource is closely related to qualification of education system of the country and success of the education system is closely related to qualification of trained teachers. So many researches in the literature put forth that occupational anxiety (Köse, 2006; Saban, Korkmaz and Akba lı, 2004; Cubukcu and Dönmez, 2011; Bozdam and Taşğın, 2011; Temiz, 2011; Kurtuldu and Ayaydın, 2010; Tümerdem, 2007; Cakmak and Hevedanlı, 2004; Kafkas, Coban and Karademir, 2010; Doğan and Coban, 2009) and self-esteem levels of the teachers (Körükçü and Oğuz, 2011; Unal and Simsek, 2008; Sayın, 2005; Aslan and Akyol, 2006; Karasakaloğlu and Saracaloğlu, 2009; Dinçer and Oztunç, 2009; Unal, 2007; Cakıcı, 2010) took place among the main factors that affected occupational qualifications of the teachers. The anxiety is an alertness status that showed itself through physical, emotional and mental changes that a person experiences when he/she come across with a stimulus (Semerci, 2007). Oner (1998) who carried out detailed studies concerning to anxiety that we frequently use in our daily life defined this concept as a mood that a dangerous and threatening negative situation forms on the individual

depending on a stimulus based on environment. As well as that being not able to know what will be in the future is one of prior anxiety reasons (Cüceloğlu, 2002), the concerns that prospective teachers feel devoted to teaching profession depends on personal characteristics (Ralph, 2004). In the studies that were done in Turkey, it was detected that the factors such as post-education uncertainty and unemployment were some of the factors affecting anxiety of prospective teachers (Tümerdem, 2007; Kaya and Büyükkasap, 2005; Dogan and Coban, 2009; Cabi and Yalçınalp, 2013).

The concerns of prospective teachers concerning to their occupations may be intensified at definite times and definite points (Saban, Korkmaz and Akbaşlı, 2004). According to Fuller (1969), it is possible that these concerns may be classified into three groups such as egoistic concerns, duty-centered concerns and student-centered concerns (Fuller, 1969; Smith, 2000; Taşğın, 2006). "Himself / herself" of the individual constitutes focus point of egoistic concerns. A prospective teacher who has egoistic concerns has worry about whether he/she will continue teaching profession and therefore he/she is constantly under a dense stress. Teaching duty of the individual constitutes focus point of duty-centered concerns. A prospective teacher who has duty-centered concerns has worry about being a good teacher. The students constitute focus point of teacher-centered concerns. The teaching designs of a prospective teacher who has student-centered concerns are more student-centered. Such a prospective teacher uses

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mental, emotional social needs of each student as basis (Taşgın, 2006; Cubukcu and Dönmez, 2011; Cabi and Yalçınalp, 2013). Another factor that is as important as the occupational anxiety in terms of the teacher being successful and efficient at his/her occupation is the self-esteem. The self-esteem that expresses organized integrity of emotion, attitude and behaviors making him/her different from others was defined as a part of total personality of the individual involving so many structures arranged hierarchically within a wide conceptual system by Rosenberg (Unal, 2007).

The responses that a person gives to the question of ‘‘who am I?’’ constitutes self-esteem concept of that person (Myers, 2002). Self-esteem concept is defined as the understanding and perception manner of a person his/her own self-esteem (Onur, 2000) and it is a determinant of the people concerning to what they think about themselves in other words cognitive side of the person, the self-esteem is related to how people feel themselves and in other words it is related to sensitive side of the self-esteem. According to Kuyucu (2007), self-esteem is the status of being satisfied from himself/herself without showing himself/herself lower or higher than he/she is. Level of the self-esteem that a person has is qualified as low or high. Low self-esteem is a situation at which self-confidence and self-esteem of the person is low; he/she thinks that he/she is missing and insufficient and he/she does not deserve being esteemed. High self-esteem is the situation at which the person finds himself/herself deserving being loved and minded by realizing missing sides of the person (Plumber, 2005). It is expected that self-esteem level will be high if a person has a positive attitude in self-assessment and the self-esteem level will be low if he/she has a negative attitude (Korkmaz, 1996).

The individuals who have a high self-esteem are the people who are happy, healthy, and productive and show a tendency to being successful and struggle for longer periods with the aim of overcoming the difficulties (Uyanık, 2000). Within the frame of these explanations, it is expected that the prospective teachers will have high self-esteem for being successful and happy teachers in their occupations and along with that, their occupational anxiety levels will be at definite levels but not high. But a research that puts forth the relation between self-esteem of prospective teachers and their occupational anxiety levels has not been come across. The researches concerning to occupational anxiety in the literature may be classified as descriptive survey studies devoted to determine occupational anxiety levels of prospective teachers (Köse, 2006; Saban, Korkmaz and Akbaşı, 2004; Cubukcu and Dönmez, 2011; Bozdam and Taşgın, 2011; Temiz, 2011; Kurtuldu and Ayaydın, 2010; Tümerdem, 2007; Cakmak and Hevedanlı, 2004) and survey qualified studies relevant to occupational anxiety levels of prospective teachers (Kafkas, Coban and Karademir, 2010; Doğan and Coban, 2009).

Similarly in the researches concerning to self-esteem in the literature may be classified as descriptive survey studies devoted to determine occupational anxiety levels of prospective teachers (Körükçü and Oğuz, 2011; Unal and Simsek, 2008) and survey qualified studies relevant to occupational anxiety levels of prospective teachers (Sayın, 2005; Aslan and Akyol, 2006; Karasakaloğlu and Saracaloğlu, 2009; Dinçer and Oztunç, 2009; Unal, 2007; Cakıcı, 2010).

Due to that a research concerning to determine review of the relation between occupational anxiety of prospective teachers and self-esteem levels has not been come across when relevant literature is examined, it is expected that this study will fill this bill. According to the results to be obtained from this research, the changes devoted to decreasing occupational anxiety of prospective teachers in the education processes of the universities may be done.

Within this frame, object of this research is to determine occupation anxiety and self-esteem levels of prospective teachers and whether these levels vary in terms of gender, branch and source of teacher training or not and the relation between their occupational anxiety and self-esteem levels. Within direction of this object, below mentioned questions will be tried to responded:

- What are occupational anxiety and self-esteem levels of prospective teachers?
- Do occupational anxiety are self-esteem levels of prospective teachers significantly vary in terms of
 - a. Gender,
 - b. Branch and
 - c. Source of teacher training
- Is there a relation between occupational anxiety and self-esteem levels of prospective teachers?
- Is self-esteem a significant predictor of occupational anxiety?

MATERIALS AND METHODS

Relational survey method was used in this research that was done with the aim of reviewing occupational anxiety and self-esteem levels of prospective teachers in terms of some variable and detecting the relation between these. According to Karasar (2004), relational survey method is a research method that aims detecting existence and/or degree of the change between two or more variables.

Study group

The study group was constituted from 413 prospective teachers who were educated at Balıkesir University Necatibey Education Faculty in 2013-2014 academic years. When distribution of the prospective teachers constituting the study group was examined according to branches of these prospective teachers, it was seen that 32,7% (n=135) was mathematics, 9% (n=37) was physics, 13,8% (n=57) was chemistry, 12,1% (n=57) was biology and 32,4% was (n=134) Turkish language and literature and when the distribution was examined according to gender; 74,1% of the study group (n=306) was female and 25,9% of the study group was 25,9% (n=107) and when the distribution was examined according to variables of teacher training source; the participants who were educated in the education faculty constituted 29,5% (n=122) of the group and the participants who were receiving formation constituted 70,5% of the group (n=291).

Data Collection tools

Prospective Teacher Anxiety Level: ‘‘Prospective Teacher Anxiety Scale’’ that was developed by Saban, Korkmaz and

Akbaşlı (2004) was used for detecting occupational anxiety levels of prospective teachers. The prospective teachers were requested to state their anxiety levels concerning to the questions at the scale by using five point Likert scale grading format (1 – Do not Concerned, 2- Concerned Slightly, 3- Partially Concerned, 4- Concerned Highly, 5 – Concerned Very Much). The scale was constituted from total three parts (egoistic concerns, duty-centered concerns and student-centered concerns) and total 45 articles. For each part in the scale, there are 15 articles. Also the highest point that may be taken in the scale for each part is 75. The articles that were scaling “egoistic anxiety in the scale were the articles no; 2, 4, 8, 9, 13, 14, 18, 20, 24, 26, 28, 30, 32, 35, 44 esteem and “duty-centered concerns” in the scale were the articles no; 1, 3, 6, 7, 10, 11, 12, 16, 21, 25, 27, 31, 33, 40, 42. Finally, the articles that were scaling “student-centered concerns” were the articles no 5, 15, 17, 19, 22, 23, 29, 34, 36, 37, 38, 39, 41, 43 and 45. To determine reliability of the scale, Cronbach’s Alpha internal consistency coefficients were calculated as 76 for the first part of the scale (egoistic concerns) and 73 for the second part of the scale (duty-centered concerns) and 76 for the third part of the scale (student-centered concerns) (Saban, Korkmaz and Akbaşlı, 2004). In this research, Cronbach’s Alpha internal consistency coefficients were calculated as 93 for egoistic concerns and 90 for duty-centered concerns and 95 for student-centered and 97 for general of the scale.

Coopersmith Self-esteem Inventory: In determining self-esteem levels of prospect teachers, short form of “self-esteem Inventory” that was developed by Coopersmith (1967) and adapted into Turkish by Turan and Tufan (1987) was used. The inventory was constituted from 25 sentences that may be marked in the type of “does not define me” and “defines me”. When the articles no 1,4,5,8,9,14,19,20 were responded as “Yes” and articles no 2,3,6,7,10,11,12,13,15,16,17,18, 21,22,23,24,25 were responded as “No” took 1 points and unexpected responses took 0 points. Total point was obtained by multiplying the result with 4. The points that may be taken from the scale vary between 0 and 100 points. Therefore, self-esteem point of a person may be maximum 100. Coopersmith Self-esteem Points 0-29 points were assessed as low level, 30-69 points were assessed as medium level and 70-100 points were assessed as high level self-esteem. When the points increase, the self-esteem level is accepted as high. In case the articles were left blank or both options were marked, these articles were not scored. Increase of the points means highness of self-esteem and low points mean low self-esteem. Cronbach’s Alpha internal consistency coefficient of the tool in this research was calculated as 72.

Data Analysis

As the assessment tools used in this research were different assessment criteria, 5.00-4.21, 4.20-3.41, 3.40-2.61, 2.60-1.81 and 1.80-1.00 ranges were used in accordance with borders of five points Likert scale relevant to occupational anxiety levels. High point indicates highness of occupational anxiety level and low point indicated low occupational anxiety level. Total points were taken as basis at the self-esteem. Self-esteem points 0-29 points were assessed as low level and 30-69 points were assessed as medium level and 70-100 points were assessed as high level self-esteem. As the point increased, the

self-esteem level was accepted as high. Total arithmetic means within both two scales were used in the relational reviews. Arithmetic mean, t-test, one way analysis of variance and LSD test with the aim of detecting source of the difference that occurred as a result of variant analysis and Pearson correlation coefficient (r) were used at the analysis of data. Linear regression analysis was used to test whether self-esteem is a predictor of occupational anxiety. Before the analysis was carried out, the hypotheses of regression analysis was accepted. Statistically significance of the data was reviewed at .01 and .05 levels.

Findings

The descriptive findings that were obtained as relevant to occupational anxiety levels and self-esteem levels of prospective teachers were given at Table 1.

Table 1. The Descriptive Findings Relevant to Occupational Anxiety Levels and Self-esteem Level

Variables	N	\bar{X}	SS
Egoistic Concern	413	2.33	.902
Duty-centered Anxiety	413	2.39	.783
Student-centered Anxiety	413	2.40	.924
General Occupational Anxiety	413	2.37	.821
Self-esteem	413	73.027	14.895

According to the findings that were given at Table 1, it was seen that the prospective teachers had the most student-centered anxieties ($\bar{X}=2.401$) and this was followed by duty-centered anxieties ($\bar{X}=2.396$) and egoistic anxieties ($\bar{X}=2.334$), respectively. When general occupational anxieties of prospective teachers were examined, it may be said that they have low anxiety level ($\bar{X}=2.377$). According to the findings that were given at Table 1 devoted to determining self-esteem levels of prospective teachers, it was seen that the prospective teachers had high level self-esteem ($\bar{X}=73.027$). The findings relevant to whether occupational anxiety levels and self-esteem levels of prospective teachers varied or not according to gender were given at Table 2.

Table 2. Comparison of Occupational Anxiety Levels and Self-esteem Levels According to Gender

Variable	Gender	N	\bar{X}	SS	t	p
Egoist Anxiety	Female	306	2.37	.873	1.319	.18
	Male	107	2.23	.975		
Duty-Centered Anxiety	Female	306	2.43	.772	1.804	.07
	Male	107	2.27	.807		
Student-Centered Anxiety	Female	306	2.43	.895	1.108	.26
	Male	107	2.31	1.002		
General Occupational Anxiety	Female	306	2.41	.799	1.467	.14
	Male	107	2.27	.877		
Self-esteem	Female	306	73.137	14.688	.248	.80
	Male	107	72.710	15.539		

When the findings given at Table 2 were examined, it was seen that there was no significant difference in terms of all sub-dimension and general occupational anxiety levels according to genders of prospective teachers. In other words, it may be said that gender did not affect occupational anxiety levels of prospective teachers. When the findings given at Table 2 were

seen, gender variable was examined in term of anxiety. It was seen that self-esteem levels of prospective teachers were higher when compared to male prospective teachers but this mean difference was not statistically significant. In other words, it may be said that self-esteem levels of female and male prospective teachers were similar.

(\bar{X} =2.269) and physics (\bar{X} =2.150), esteem. According to the findings in Table 3, it was seen that egoistic anxiety ($F=2.539$; $p<.05$), duty-centered anxiety ($F=2.915$; $p<.05$) and general occupational anxiety ($F=2.519$; $p<.05$) levels of prospective teachers significantly varied according to branches.

Table 3. Comparison of Occupational Anxiety Levels and Self-esteem Levels According to Branch

Variable	Branch	N	\bar{X}	SS	Sd	F	p	Difference (LSD)
Egoist Anxiety	1.Mathematics	135	2.20	.841	408	2.529	.04*	1-3;1-5 2-3;2-5
	2.Physics	37	2.11	1.099				
	3.Chemistry	57	2.51	.908				
	4.Biology	50	2.28	.876				
	5.TDE	134	2.46	.888				
Duty-Centered Anxiety	1.Mathematics	135	2.32	.730	408	2.915	.02*	1-5 2-3;2-5
	2.Physics	37	2.13	.968				
	3.Chemistry	57	2.53	.756				
	4.Biology	50	2.28	.762				
	5.TDE	134	2.52	.777				
Student-Centered Anxiety	1.Mathematics	135	2.35	.889	408	1.825	.12	
	2.Physics	37	2.20	1.090				
	3.Chemistry	57	2.60	.909				
	4.Biology	50	2.23	.863				
	5.TDE	134	2.48	.926				
General Occupational Anxiety	1.Mathematics	135	2.29	.762	408	2.519	.04*	2-3;2-5
	2.Physics	37	2.15	1.031				
	3.Chemistry	57	2.54	.809				
	4.Biology	50	2.26	.787				
	5.TDE	134	2.48	.813				
Self-esteem	1.Mathematics	135	72.120	14.822	408	1.520	.19	
	2.Physics	37	77.840	15.278				
	3.Chemistry	57	74.740	16.990				
	4.Biology	50	73.280	14.100				
	5.TDE	134	71.790	14.066				

$p<.05^*$

Table 4. Comparison of Occupational Anxiety Levels and Self-esteem Levels According to Teacher Training Source

Variable	Teacher Training Source	N	\bar{X}	SS	t	p
Egoistic Anxiety	Education Faculty	122	2.31	.908	-.258	.79
	Formation	291	2.34	.901		
Duty-Centered Anxiety	Education Faculty	122	2.40	.823	.166	.86
	Formation	291	2.39	.768		
Student-Centered Anxiety	Education Faculty	122	2.47	.964	.959	.33
	Formation	291	2.37	.906		
General Occupational Anxiety	Education Faculty	122	2.39	.857	.320	.74
	Formation	291	2.36	.807		
Self-esteem	Education Faculty	122	75.63	15.691	2.242	.02*
	Formation	291	71.93	14.435		

* $p<.05$

The findings relevant to whether occupational anxiety levels and self-esteem levels of prospective teachers varied or not according to branches were given at Table 3. When Table 3 was examined, it was seen that prospective teachers from all branches had low anxiety levels in terms of all sub-dimension and general occupational anxiety when occupational anxiety levels were examined by taking branches of prospective teachers who took part in the research were examined. Along with that, it may be said that the prospective teachers from chemistry had the highest anxiety level and prospective teachers from physics branches had the lowest anxiety levels at anxiety sub-dimensions. When general occupational anxiety levels were examined, it was concluded that the prospective teachers from chemistry branch had the highest anxiety levels (\bar{X} =2.548) and this was followed by Turkish language and literature (\bar{X} =2,488), mathematics (\bar{X} =2.297), biology

The source of this difference was that the prospective teachers from mathematics and physics branches had significantly less anxiety levels compared to the Turkish language and literature in terms of egoistic anxiety dimension. In the duty-centered anxiety dimension, it was detected that the prospective teachers from mathematics and physics branches had significantly less anxiety compared to the prospective teachers from Turkish language and literature. In terms of general occupational anxiety, it was put forth that the prospective teachers from physics branches had significantly less anxiety compared to the prospective teachers from chemistry and Turkish language and literature. When self-esteem levels of prospective teachers who took part in the research by taking branches of prospective teachers into consideration were examined, it may be concluded that the prospective teachers from all branches had high level self-esteem. It was seen that

the prospective teachers from physics branch had the highest self-esteem level ($\bar{X}=77.840$) and this was followed by the prospective teachers from chemistry ($\bar{X}=74.740$), biology ($\bar{X}=73.280$), mathematics ($\bar{X}=72.120$) and Turkish language and literature ($\bar{X}=71.790$), esteem. According to the findings in Table 3, it was concluded that perceptions anxiety to self-esteem levels of prospective teachers did not significantly vary according to branches. The findings relevant to whether occupational anxiety levels and self-esteem levels of prospective teachers varied or not according to teacher training source were given at Table 4.

When the values given at Table 4 were examined, it was seen that there was no significant difference in terms of teacher training source for all sub-dimensions and general occupational anxiety levels of prospective teachers. As similar to gender variable finding, it may be said that variable of teacher training source did not affect occupational anxiety levels of prospective teachers. When the values given at Table 4 were examined, it was seen that the prospective teachers who were educated both in the education faculty ($\bar{X}=75.639$) and who were receiving formation education ($\bar{X}=71.931$) had high self-esteem levels. According to table values, it was seen that self-esteem levels of prospective teachers who were educated in education faculty were significantly higher compared to self-esteem levels of prospective teachers who were receiving formation ($t=2.242$; $p<.05$). The results devoted to detecting the relation between occupational anxiety of prospective teachers and self-esteem levels were given at Table 5.

RESULTS AND DISCUSSION

In this research that was done with the aim of detecting whether occupational anxiety levels and self-esteem levels of prospective teachers varied or not and detecting the relation between occupational anxiety and self-esteem levels, it was concluded that prospective teachers had low occupational anxiety levels and the prospective teachers mostly had student-centered anxiety and this was followed by duty-centered anxiety and then egoistic anxiety, esteem. In the research, it was concluded that gender had no determinant effect on anxiety levels of prospective teachers although anxiety levels of female prospective teachers at all sub-dimensions were higher compared to male prospective teachers. Similarly in the study that was carried out by Dogan and Coban (2009), anxiety levels of prospective teachers were low and on the other hand in the study that was carried out by Bozdam and Taşgın (2011), it was detected that occupational anxiety levels of prospective teachers were at the medium level. In another study that was carried out by Cubukcu and Donmez (2011), it was concluded as similar to the conclusion reached in this research that gender did not significantly affect the anxiety level as well as that anxiety levels of female prospective teachers were higher compared to male prospective teacher at all dimensions. In the research of Temiz (2011), it was concluded that the prospective teachers had egoistic, duty-centered and student-centered anxiety at very lowest levels and occupational anxiety did not significantly vary in terms of gender variable. Against that it was concluded in the researches of Dogan and Coban (2009) that there was no difference between anxiety levels in terms of gender,

Table 5. The Correlation between Occupational Anxiety and Self-esteem Levels

Factors	Egoistic Anxiety	Duty-Centered Anxiety	Student-Centered Anxiety	General Occupational Anxiety
Self-esteem	-.381**	-.320**	-.282**	-.347**

N=413 $p<.01$ **

Table 6. Prediction of the levels of occupational anxiety

Variable	B	Standard Error	β	t	p	Partial r
Static	3.774	.190		19.859	.00**	
Self-esteem	-.019	.003	-.347	-7.502	.00**	-.347
R=0.347	R ² =0.120					
F (1.411)=56.282	p=.000					

* $p<.01$

When Table 5 was examined, it was seen that there was a significantly negative relation between self-esteem level and general occupational anxiety level ($r=-.347$; $p<.01$) and between egoistic anxiety ($r=-.381$; $p<.01$), duty-centered anxiety ($r=-.320$; $p<.01$) and student-centered anxiety ($r=-.282$; $p<.01$) levels being sub-dimensions of occupational anxiety. In other words, it may be said that occupational anxiety levels decreased as self-esteem levels of prospective teachers increased. Table 6 presents the results of regression analysis regarding whether the levels of occupational anxiety was a predictor of self-esteem. According to the values in Table 6, there was a negative and moderate level of relationship between self-esteem and occupational anxiety ($r=-.35$). Thus, findings showed that self-esteem was a significant predictor of occupational anxiety ($R =0.347$; $R^2=0.120$; $p=.00$; $p<.01$; $\beta=-.347$).

Tümerdem (2007) and Taşgın (2006) concluded that gender significantly affected anxiety levels. The differences between research findings may be resulted from the differences available in the data collection tools. As well as that, it is thought that this difference was resulted from different samplings and effects of variables that were not taken to the scope of the research. It was put forth with the research that egoistic anxiety, duty-centered anxiety and general occupational anxiety levels of prospective teachers significantly varied according to the branches. In the research, it was concluded that the prospective teachers from mathematics and physics branches had significantly lower anxiety compared to the prospective teachers from chemistry and Turkish language and literature in terms of egoistic anxiety dimension; the prospective teachers from physics branches had significantly lower anxiety compared to the prospective

teachers from chemistry and Turkish language and literature in terms of general occupation anxiety. As different from these research conclusions, it was concluded in the research of Temiz (2011) that egoistic anxiety of prospective teachers did not significantly vary in terms of branches.

It was concluded in the research that teacher training sources did not affect occupational anxiety levels of prospective teachers due to that there was no significant difference between anxiety levels of prospective teachers who were educated in the education faculty and prospective teachers who were receiving pedagogic formation. In the research that was carried out by Tümerdem (2007), it was detected that anxiety levels of students of sciences and letters faculty were significantly higher compared to the students of education faculty. The difference between these two researches may be explained as the students who were receiving pedagogic formation education entered this faculty with the expectations of being teacher and they had similar attitudes with the prospective teachers in the education faculties devoted to teaching profession.

In the research, it was put forth that prospective teachers had high level self-esteem and gender and branch had no determinant effect on self-esteem. This conclusion that was put forth in terms of effect of the gender on self-esteem was different from the conclusions of the research that was carried out by Sayın (2003), Arıcağ (2001), Işık (2006) Unal and Simsek (2008). This difference may be explained as that sampling and data collection of these researches were different from each other. On the other side, it was concluded in this research that self-esteem levels of prospective teachers who were educated in education faculty were significantly higher compared to prospective teachers who were receiving formation education. Unal and Simşek (2008) reached similar conclusions with Işık (2006) and they detected that there was a significant difference between self-esteem levels of prospective teachers who were educated in different faculties. It was concluded in the research that there was a significant negative relation between self-esteem and general occupational anxiety levels of prospective teachers and sub-dimensions of occupational anxiety and in other words, occupational anxiety levels decreased as self-esteem levels of prospective teachers increased. Based on that there was a negative and significant relation at low level between the attitude and anxiety that was reached in the research of Doğan and Coban (2009), it may be expected that anxiety level will decrease as self-esteem level increases due to that anxiety level will decrease as the attitude tends towards positive. Similarly in the research that was carried out by Unal (2007) with the aim of reviewing the relation between exam anxiety levels and self-esteem levels of the student who were preparing to OKS exam, a significant relation was detected between exam anxiety and self-esteem and exam anxiety points of the students whose self-esteem points were high were detected as low.

Conclusions

At the end of the research, it was concluded that occupational anxiety levels of prospective teachers were low and self-esteem levels were high and occupational anxiety levels decreased as self-esteem levels of prospective teachers

increased. In addition, it was determined that self-esteem is a significant predictor of anxiety. Some recommendations for increasing self-esteem levels of prospective teachers by decreasing occupational anxiety levels were presented. As the prospective teachers' gaining self-confidence relevant to their own experiences will increase their self-esteem levels by decreasing their anxiety levels, teaching application were given ore place in teacher training process. With the aim of increasing self-esteem level, it carries importance that experiencing having relevant knowledge and skills within the scope of teaching profession by providing appropriate environments with the aim of increasing self-esteem levels. The ones who have positive attitudes devoted to a profession may struggle with the anxiety related to their own professions more easily. Therefore, the prospective teachers may be selected from the ones who have positive attitudes devoted to teaching profession at the beginning of the process. Also making social and economical conditions of teaching profession better may serve this object. A similar study may be planned with different and bigger sampling groups and with the aim of reviewing different variables. The qualitative research methods may be used with the aim of reviewing the factors affecting occupational anxiety and self-esteem levels of prospective teachers deeply.

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