

## RESEARCH ARTICLE

# The Relationship Between Pre-Service Teachers' Attitudes towards the Teaching Profession and Their Levels of Professional Anxiety: A Case Study of Amasya University

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## ABSTRACT

This study was conducted to determine pre-service teachers' attitudes toward the teaching profession, their anxieties regarding the profession, the relationship between attitudes and anxieties, the degree of this relationship, and whether attitudes toward the teaching profession have an impact on anxiety. In the study, the "Professional Attitude Scale (PrAS)" was used to determine pre-service teachers' attitudes toward the teaching profession, and the "Professional Anxiety Scale (PAXS)" was used to assess their professional anxieties. The research was conducted on senior pre-service teachers enrolled in undergraduate programmes at Amasya University Faculty of Education. The sample number of the research was selected from among the senior pre-service teachers enrolled in undergraduate programmes by using simple random sampling method, which is a random probability sampling method. The sample consisted of 283 pre-service teachers. A one-way analysis of variance was conducted to determine whether there were any differences in the mean scores between the undergraduate programs for the two scales applied for professional attitudes and anxiety. The Tukey test was employed to identify which undergraduate programs exhibited these differences. Whether there was a difference in the mean scores by gender on the two separate scales measuring professional attitude and anxiety was determined using the t-test. Regression analysis was used to examine the impact of anxiety on attitude. The study also examined the existence of a relationship between pre-service teachers' attitudes toward the teaching profession and their professional anxieties.

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## 1. Introduction

A profession is defined as the title individuals achieve after undergoing a process that typically requires intensive education and training, which allows them to sustain their lives. One of the most significant aspects that guides an individual's life is the profession they choose. In order for people to perform their jobs with passion and to be successful in their professions, they must first have a positive attitude and perspective toward their profession. Making the right career choices largely affects individuals' ability to display positive attitudes toward their

professions (Bozdoğan et al., 2007). Workers having positive attitudes toward their profession also influence their professional competence and success (Terzi & Tezci, 2007). This is equally true for the teaching profession, one of the most respected professions. While the success of the education system depends on the quality of the teachers trained, the task of providing qualified human resources within the education system is primarily assigned to teachers (Doğan & Çoban, 2009). A teacher can be defined as a role model who leaves unforgettable marks on students, keeps the school and classroom environment vibrant, makes the learning-teaching

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process interesting and enjoyable, and assists young people in shaping their academic and professional futures, contributing to their personality development and worldview (Arslan, 2008). It is well known that individuals in the teaching profession are expected to have high cognitive competencies such as knowledge and skills. However, teaching also requires affective competencies, including attitudes and behaviors. For pre-service teachers who are about to enter the profession, gaining values and attitudes related to teaching holds an importance equal to that of acquiring knowledge (Önen, 2012). For this reason, teachers' attitudes toward the teaching profession hold an important place in the professional process. At the same time, it is thought that teachers' levels of professional anxiety may have an impact on their attitudes toward the profession. Affective traits such as interest, anxiety, and attitude are factors that directly influence the ability to provide quality education. Both receiving a good education and delivering one are closely linked to certain psychological factors like anxiety and attitude. Therefore, professional anxiety and attitudes toward the profession should be considered together (Mergen et al., 2014).

Anxiety is an emotional state that encompasses terms such as sorrow, distress, worry, and concern, and it arises in individuals as a result of the observation of these emotions. An anxious individual typically has the feeling that something bad is about to happen. Additionally, anxiety is defined as a feeling of tension that occurs for unclear reasons (Turkish Language Association - TDK, 2024). According to Cüceloğlu (1996), one of the most prominent causes of anxiety for people is not knowing what the future holds. Anxiety regarding the teaching profession is generally associated with the nature of the profession, its challenges, and the various professional and personal stressors faced by teachers. These anxieties can have significant effects on teachers' job satisfaction, professional success, and overall well-being. Teacher anxiety is a term that describes the stress, worry, and tension teachers feel while performing their duties. As young individuals who attend university to acquire a profession after overcoming a highly competitive process, concerns about the future tend to emerge over time. Especially in the final years of university, concerns such as starting a teaching career, not being able to perform well in the profession, and establishing a career become more prominent. As with any profession, experiencing anxiety related to the teaching profession is inevitable. Graduation is one of the periods when pre-service teachers' anxiety about their profession is at its peak (Atmaca, 2013). It can be stated that pre-service teachers experience anxiety related to the teaching profession, which may stem from a lack of sufficient knowledge and experience (Akyavuz, 2021). Revealing pre-service teachers' anxieties regarding the teaching profession plays an important role in the training of qualified and competent teachers (Cabı & Yalçınalp, 2013).

In this study, the following research questions were investigated to determine whether there is a variation in pre-

service teachers' anxiety levels and attitudes toward the teaching profession in terms of gender and undergraduate programs. Do pre-service teachers' levels of anxiety towards the teaching profession differ according to gender and degree program? Do pre-service teachers' attitudes towards the teaching profession differ according to gender and degree program? Is there a significant relationship between the levels of anxiety towards the teaching profession and the attitudes towards the teaching profession?

## 2. Method

Ethical approval for the research was obtained from the Scientific Ethics Committee of Amasya University, Social Sciences Ethics Committee, with the decision dated 09.09.2024 and numbered E-30640013-108.01-214800.

### 2.1. Research Model

In this study, a descriptive research model was used to determine the levels of anxiety and attitudes of prospective teachers toward the teaching profession and to examine whether these variables differ based on demographic characteristics such as gender and degree program. Additionally, a correlational survey model was used to analyze the relationship between prospective teachers' professional anxiety and attitudes. The descriptive research model provides information on participants' current situations, while the correlational survey model expands the scope of the study by focusing on explaining the relationship between two variables. Through these methods, a comprehensive evaluation of prospective teachers' professional attitudes and anxiety levels was aimed. The aim of this study, which was conducted with senior pre-service teachers of Amasya University Faculty of Education, was to determine the attitudes of pre-service teachers studying in different undergraduate programmes towards teaching profession, their anxiety about teaching profession, the existence of the relationship between anxiety and attitude, and to evaluate the effect of anxiety on attitude.

### 2.2. Study Group

The research population consists of final-year pre-service teachers enrolled in the undergraduate programs at the Faculty of Education, Amasya University. Participants were selected using the simple random sampling method, which is based on the principle that the probability of selecting each unit in the sample is equal and independent. This method was chosen because random sampling techniques have a high ability to represent the population (Büyüköztürk et al., 2008).

In this study, the sample was determined to be 283 final-year pre-service teachers enrolled in undergraduate programs. Table 1 presents the descriptive statistics related to the sample.

**Table 1.** Distribution of participants by their undergraduate programs.

PROGRAM	f	%
Science Education (SE)	19	6.7
Primary Mathematics Education (PME)	43	15.2
English Language Teaching (ELT)	33	11.7
Preschool Education (PE)	45	15.9
Guidance and Psychological Counselling (GPC)	44	15.5
Primary School Teaching (PST)	40	14.1
Social Studies Education (SSE)	32	11.3
Turkish Language Teaching (TLT)	27	9.5
Total	283	100

When Table 1 is examined, the distribution of participants by degree programs is as follows: 19 (6.7%) from the SE program, 43 (15.2%) from the PME program, 33 (11.7%) from the ELT program, 45 (15.9%) from the PE program, 44 (15.5%) from the GPC program, 40 (14.1%) from the PST program, 32 (11.3%) from the SSE program, and 27 (9.5%) from the TLT program. Additionally, the research sample consists of 195 female pre-service teachers (68.9%) and 88 male pre-service teachers (31.1%).

### 2.3. Measurement Tools and Data Analysis

The scale developed by Çetin (2006) was used to determine the attitudes of pre-service teachers toward the teaching profession, while the scale developed by Cabı and Yalçınalp (2013) was used to assess the anxieties of pre-service teachers regarding the teaching profession. Both scales were administered to the same students simultaneously. The scale developed by Çetin (2006) consists of three subdimensions: love (22 items), value (8 items), and adaptation (5 items). The scale contains a total of 35 items with 5-point Likert-type statements. The scale developed by Cabı and Yalçınalp (2013) includes eight subdimensions: Task-Centered Anxiety (TCA), Economic/Social-Centered Anxiety (ESCA), Student/Communication-Centered Anxiety (SCCA), Colleague and Parent-Centered Anxiety (CPCA), Personal Development-Centered Anxiety (PDCA), Appointment-Centered Anxiety (ApCA), Adaptation-Centered Anxiety (AdCA) and School Administration-Centered Anxiety (SACA). The scale contains a total of 45 items with 5-point Likert-type statements.

In this study, the normal distribution of the data set was tested using skewness and kurtosis values for the sub-dimensions and general scales in the PrAS and PAXS scales. According to Tabachnick and Fidell (2013), if the skewness and

kurtosis values of the data are within the range of -1.5 to +1.5, it can be said that the data set demonstrates a normal distribution. For both scales, the skewness and kurtosis values for the sub-dimensions and the overall scale are between -1.5 and +1.5. In addition, histogram and Q-Q graphs were analyzed and it was concluded that the data showed normal distribution. The differences in the means of the subdimensions of the two scales and the overall scale among teaching groups were determined using One-Way Analysis of Variance (ANOVA). Additionally, a t-test was employed to compare the average scores based on the gender variable. The assumption of homogeneity of variances was tested using Levene's test statistic, and it was found that the variances were homogeneously distributed. Furthermore, the relationship between professional anxiety related to the teaching profession and attitudes toward the profession was investigated using Pearson correlation analysis. The effect of professional anxiety on attitudes toward the profession was determined using regression analysis. The SPSS 25 software package was used for data analysis in this study. The significance level in the analyses was set at 0.05.

## 3. Findings

This section presents the findings related to the subdimensions of both scales as well as the overall results of each scale.

### 3.1. Findings Related to the PrAS

In the conducted study, the Cronbach's alpha coefficients for the subdimensions and the overall scale were found to be 0.95, 0.83, 0.77, and 0.95, respectively, and these results are presented in Table 2.

**Table 2.** Cronbach's alpha values for the PrAS and this study.

Subdimensions	PrAS (Çetin, 2006)	Calculated in this study
Love	0.95	0.95
Value	0.81	0.83
Adaptation	0.76	0.77
Overall Scale	0.95	0.95

### 3.2. Findings Related to the PAXS

The internal consistency coefficients for the subdimensions and the overall scale of the Professional Anxiety Scale were found to be 0.95, 0.87, 0.92, 0.84, 0.91, 0.89, 0.74, 0.82, and 0.96, respectively, and these results are presented in Table 3.

**Table 3.** Cronbach's alpha values for the PAXS and this study.

Subdimensions	PAXS (Cabı & Yalçınalp, 2013)	Calculated in this study
TCA	0.94	0.95
ESCA	0.88	0.87
SCCA	0.90	0.92
CPCA	0.82	0.84
PDCA	0.85	0.91
ApCA	0.82	0.89
AdCA	0.77	0.74
SACA	0.67	0.82
OVERALL	0.95	0.96

For both scales, the Cronbach's alpha values calculated for the subdimensions and the overall scale are all greater than 0.70. It can be stated that when the Cronbach's alpha coefficient is greater than 0.70, the measurements have high reliability.

*The statistical findings for the PrAS are as follows:*

The ANOVA results for the subdimensions of the PrAS related to undergraduate programs and the overall scale are presented in Table 4, while the mean and standard deviation values for the undergraduate programs are provided in Table 5.

**Table 4.** ANOVA results of the PrAS.

Dimensions of the Scale		Source of Variance	Sum of Squares	df	Mean Squares	F	p
PrAS	Love	BG	14.784	7	2.112	4.377	0.000
		WG	132.702	275	0.483		
		Total	147.486	282			
	Value	BG	3.504	7	0.501	2.457	0.019
		WG	56.043	275	0.204		
		Total	59.547	282			
	Adaptation	BG	11.832	7	1.690	2.923	0.006
		WG	159.012	275	0.578		
		Total	170.844	282			
	Overall	BG	10.265	7	1.466	4.295	0.000
		WG	93.900	275	0.341		
		Total	104.164	282			

BG: Between Groups; WG: Within group.

**Table 5.** Mean and standard deviation results of the PrAS.

Subdimensions of the Scale and the Overall Scale													
	Love			Value			Adaption			Overall			
	$\bar{X}$	Sd	Group	$\bar{X}$	Sd	Group	$\bar{X}$	Sd	Group	$\bar{X}$	Sd	Group	
PROGRAM	SE	3.87	0.88	AB	4.55	0.38	AB	3.64	0.86	A	3.99	0.67	AB
	PME	3.69	0.61	AB	4.45	0.37	AB	3.56	0.70	A	3.85	0.51	AB
	ELT	3.94	0.74	AB	4.56	0.38	AB	3.94	0.73	AB	4.08	0.61	AB
	PE	4.20	0.53	B	4.54	0.42	AB	4.12	0.66	B	4.27	0.47	B
	GPC	3.60	0.69	A	4.33	0.56	AB	3.56	0.80	A	3.76	0.60	A
	PST	4.16	0.77	B	4.59	0.44	BB	3.83	0.80	AB	4.21	0.64	B
	SSE	4.13	0.70	B	4.53	0.44	AB	3.93	0.76	AB	4.19	0.59	AB
	TLT	3.75	0.69	AB	4.25	0.51	A	3.63	0.79	A	3.84	0.63	AB
	TOTAL	3.92	0.72		4.47	0.45		3.78	0.77		4.03	0.60	

Group: Significant difference.

According to Table 4, for the love subdimension,  $F(7, 282)=4.377$  and  $p<0.05$ ; for the value subdimension,  $F(7, 282)=5.457$  and  $p<0.05$ ; for the adaptation subdimension,  $F(7, 282)=2.293$  and  $p<0.05$ ; and for the overall scale,  $F(7, 282)=4.295$  and  $p<0.05$ . When examining the results of the subdimensions and the overall scale, a statistically significant difference was found among the teaching groups for all subdimensions and the entire scale. When analyzed in terms of the undergraduate programs variable, the participants' average

scores on the items of the PrAS are relatively high. This indicates that the undergraduate programs have a positive attitude toward the profession. It can be stated that participants particularly gave the highest scores to the items within the 'value' subdimension and that they exhibit a more positive attitude toward the 'value' aspect. To determine which groups, have differences in the means of the teaching groups, the Tukey test was used as a Post-Hoc test. In Table 5, under the "Group" heading, the results of the Tukey test show which

undergraduate programs belong to different groups for the subdimensions of the PaRS and the overall scale.

The t-test results for the subdimensions of the PrAS related to the gender variable and the overall scale, along with the mean and standard deviation values for the gender variable, are presented in Table 6.

**Table 6.** The mean, standard deviation and t-test values.

Subdimensions	Gender	$\bar{X}$	sd	t	p
Love	Male	3.81	0.70	-1.82	0.07
	Female	3.97	0.72		
Value	Male	4.44	0.53	-0.974	0.33
	Female	4.49	0.42		
Adaption	Male	3.69	0.76	-1.42	0.15
	Female	3.83	0.78		
Overall	Male	3.93	0.59	-1.78	0.07
	Female	4.07	0.61		

Upon examining Table 6, it can be observed that no statistically significant difference was found regarding the gender variable for the PrAS. When analyzed in terms of the gender variable, the participants' average scores on the PrAS items are relatively high. This suggests that their attitudes toward the profession are positive. It can be stated that participants gave the highest scores to the items within the 'value' subdimension.

*The statistical findings for the PAxS are as follows:*

The ANOVA results for the subdimensions of the PAxS related to undergraduate programs and the overall scale are presented in Table 7, while the mean and standard deviation values for the undergraduate programs are provided in Table 8 and Table 9.

**Table 7.** ANOVA results of the PAxS.

Dimensions of the Scale		Source of Variance	Sum of Squares	df	Mean Squares	F	p
TCA		BG	4.384	7	0.626	0.525	0.815
		WG	327.912	275	1.192		
		Total	332.296	282			
ESCA		BG	8.737	7	1.248	1.290	0.255
		WG	266.050	275	0.967		
		Total	274.787	282			
SCCA		BG	8.378	7	1.197	0.849	0.547
		WG	387.448	275	1.409		
		Total	395.826	282			
CPCA		BG	6.000	7	0.857	0.806	0.583
		WG	292.474	275	1.064		
		Total	298.474	282			
PAxS PDCA		BG	11.390	7	1.627	0.999	0.432
		WG	447.875	275	1.629		
		Total	459.265	282			
ApCA		BG	4.680	7	0.669	0.514	0.824
		WG	358.009	275	1.302		
		Total	362.689	282			
AdCA		BG	12.723	7	1.818	1.415	0.199
		WG	353.181	275	1.284		
		Total	365.904	282			
SACA		BG	14.296	7	2.042	1.648	0.122
		WG	340.701	275	1.239		
		Total	354.996	282			
Overall		BG	4.856	7	0.694	0.867	0.533
		WG	220.090	275	0.800		
		Total	224.946	282			

BG: Between Groups; WG: Within group.

When examining the ANOVA table, the results evaluating the variance among different undergraduate programs in the PAXS subdimensions and the overall scale scores are as follows. For the TCA, ESCA, SCCA, CPCA, PDCA, ApCA, AdCA, SACA subdimensions, and the overall scale, each subdimension and the overall scale have p-values greater than

0.05, indicating that undergraduate programs do not have a statistically significant effect on students' anxiety scores in these scales. This suggests that participants' professional anxiety levels are similar across different undergraduate programs.

**Table 8.** Mean and standard deviation results of the PAXS.

		Subdimensions of the Scale and the Overall Scale									
		TCA		ESCA		SCCA		CPCA		PDCA	
		$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	Sd
PROGRAM	SE	3.19	0.75	2.95	1.04	2.85	0.99	3.33	0.77	3.14	1.22
	PME	3.19	1.11	2.60	1.03	2.97	1.33	3.38	0.95	3.01	1.15
	ELT	3.08	1.08	2.37	0.90	2.78	1.18	3.30	0.99	2.89	1.31
	PE	3.37	1.30	2.77	1.04	2.83	1.34	3.45	1.13	3.05	1.41
	GPC	3.42	1.01	2.68	0.98	3.19	1.08	3.64	1.01	3.34	1.30
	PST	3.25	1.19	2.74	0.91	2.86	1.21	3.45	1.08	3.31	1.37
	SSE	3.48	0.93	3.00	0.91	3.26	1.01	3.65	0.98	3.56	1.04
	TLT	3.26	1.01	2.84	1.01	3.14	1.07	3.18	1.14	3.10	1.24
	TOTAL	3.29	1.08	2.72	0.98	2.98	1.18	3.41	1.02	3.17	1.27

**Table 9.** Mean and standard deviation results of the PAXS (continued).

		Subdimensions of the Scale and the Overall Scale							
		ApCA		AdCA		SACA		OVERALL	
		Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
PROGRAM	SE	1.85	1.06	3.26	1.09	3.00	0.90	3.02	0.75
	PME	1.97	1.06	2.83	1.18	3.06	1.16	2.96	0.90
	ELT	1.82	0.95	2.77	1.08	2.53	1.04	2.80	0.82
	PE	2.03	1.15	3.20	1.12	2.80	1.15	3.04	1.04
	GPC	1.98	1.27	3.05	1.25	3.12	1.12	3.15	0.86
	PST	2.11	1.13	3.0	1.09	2.99	1.16	3.03	0.96
	SSE	2.00	1.03	3.48	0.93	3.34	0.90	3.29	0.71
	TLT	2.32	1.36	3.17	1.20	3.16	1.27	3.08	0.91
	TOTAL	2.01	1.13	3.07	1.13	2.99	1.12	3.05	0.89

Tables 8 and 9 display the mean and standard deviation values for each program according to the PAXS subdimensions and overall scale scores of students in different undergraduate programs. The anxiety levels of participants across different undergraduate programs are generally similar. While participants in each undergraduate program exhibit moderate levels of professional anxiety across subdimensions, they

appear to have higher levels of anxiety specifically in the ApCA subdimension.

The t-test results for the subdimensions of the PAXS related to the gender variable and the overall scale, along with the mean and standard deviation values for the gender variable, are presented in Table 10.

**Table 10.** Mean, standard deviation, and t-test values of the PAXS.

Subdimensions	Gender	Mean	sd	t	p
TCA	Male	3.47	1.003	1.95	0.51
	Female	3.20	1.11		
ESCA	Male	2.81	1.014	0.96	0.34
	Female	2.69	0.97		
SCCA	Male	3.30	1.13	3.04	0.003
	Female	2.84	1.1		
CPCA	Male	3.72	0.94	3.09	0.002
	Female	3.31	1.0		
PDCA	Male	3.24	1.24	0.616	0.539
	Female	3.14	1.29		
ApCA	Male	2.31	1.25	3.04	0.03
	Female	1.88	1.05		
AdCA	Male	3.34	1.15	2.66	0.008
	Female	2.95	1.11		
SACA	Male	3.09	1.10	1.028	0.31
	Female	2.95	1.12		
OVERALL	Male	3.24	0.84	2.48	0.014
	Female	2.96	0.90		

Examining Table 10 reveals that there is no statistically significant difference in the PAXS subdimensions of TCA, ESCA, PDCA, and SACA with respect to gender. However, the findings indicate statistically significant differences between male and female participants in the SCCA, CPCA, ApCA, and AdCA subdimensions. Overall, male participants' PAXS scores are generally higher than those of female participants, indicating that female participants have higher levels of anxiety related to the profession. Notably, the ApCA subdimension has the lowest score for both genders, with female participants showing higher levels of anxiety in the ApCA subdimension as well.

Table 11 presents the pearson correlation between anxiety and attitude, as well as the statistical significance of this relationship. The correlation between anxiety toward the teaching profession and attitude is  $r=0.113$  and  $p=0.058$ . This indicates a very weak relationship between the two variables, and this relationship is not statistically significant. Although there is a slight positive correlation between the two variables, this relationship is not statistically significant. Therefore, it cannot be stated that there is a strong and significant connection between the two variables

**Table 11.** Correlation between PAXS and PrAS.

		PrAS
PAXS	Pearson Correlation	0.113
	p	0.058

Table 12 is organized to analyze the effect of anxiety toward the teaching profession on individuals' attitudes toward the

profession. According to this table, since the p-value is 0.058, the model is not statistically significant. Therefore, it can be concluded that the model does not explain the effect of anxiety on attitude in a very strong way, although it may indicate a slight effect. For stronger results, the sample size could be increased, or the effects could be examined in more detail using different analyses.

**Table 12.** Results of regression analysis.

Model	Sum of Squares	sd	Mean Square	F	p
Regression	1.330	1	1.330	3.633	0.058
Residual	102.835	281	0.366		
Total	104.164	282			

#### 4. Discussion and Conclusion

The identification of attitudes and anxiety toward the teaching profession is crucial for preparing quality teachers, who in turn contribute significantly to the development of the educational system. In similar studies in the literature, Bulut (2009) and Ergen and Töman (2014) found that participants' attitudes toward the teaching profession were at the "agree" level, while Dağdeviren Ertaş (2023) determined that pre-service teachers had a high level of attitude toward the teaching profession. Akgün and Özgür (2014) and Özder et al. (2010) concluded that pre-service teachers' attitude scores toward the teaching profession were high. Additionally, in studies by Doğan and Çoban (2009), Güneş and Aslan (2009), Korkmaz and Usta (2010), and Üstün et al. (2004), pre-service teachers were found to have positive attitudes toward the teaching

profession. Doğan and Çoban (2009), as well as Özen et al. (2013), found that pre-service teachers' anxiety levels were low in their studies. According to Aydın and Sağlam (2012), pre-service teachers' attitude scores regarding the teaching profession do not differ based on their academic departments. This study aims to examine differences in PrAS (Professional Attitude Scale) and PAXS (Professional Anxiety Scale) based on variables such as gender and undergraduate programs. The results provide valuable insights into participants' professional attitudes and anxieties.

ANOVA results for PrAS indicate statistically significant differences between undergraduate programs in the Love, Value, and Adaptation subdimensions. The mean scores in these dimensions suggest that students from certain programs exhibit stronger commitment to the profession, greater appreciation for its impact, and better adaptation to the teaching environment. This finding implies that specific academic training or program characteristics positively influence students' professional attitudes and their preparation for the profession. Notably, the mean scores in the Value subdimension are particularly high, suggesting that pre-service teachers place substantial value on their profession. T-test results by gender revealed no statistically significant differences across PrAS subdimensions. The mean scores across all subdimensions and the overall scale are similar, indicating comparable professional attitudes between genders.

In the PAXS analysis based on undergraduate programs, participants' mean scores are relatively similar, indicating comparable levels of professional anxiety across different programs. Anxiety levels among participants from various programs were found to be similar on average, with no statistically significant differences detected. This finding suggests that participants experience similar professional anxieties regardless of academic background, and their preparation for the teaching profession progresses consistently. When examining the scale's subdimensions, the lowest mean score across all programs was observed in the ApCA (Appointment-Centered Anxiety) subdimension, suggesting that pre-service teachers experience higher anxiety about appointments compared to other subdimensions. T-test results by gender revealed statistically significant differences across PAXS subdimensions and the overall scale. Male participants scored higher in SCCA (School Climate-Centered Anxiety), CPCA (Classroom Practice-Centered Anxiety), ApCA, and AdCA (Adaptation-Centered Anxiety) subdimensions compared to female participants. This may suggest that male students have a more positive perspective in terms of professional anxieties. These findings indicate that female pre-service teachers experience higher anxiety in these subdimensions than their male counterparts. However, no significant differences were found in the TCA (Teacher Competency Anxiety), ESCA (Educational System-Centered Anxiety), and PDCA (Professional Development-Centered

Anxiety) subdimensions, indicating similarities between genders in these areas, with female participants again showing slightly higher anxiety levels. The results of this study are partially in line with the findings of Akgün and Özgür (2014), Doğan and Çoban (2009), Durdukoca and Atalay (2019), Özcan et al. (2018), and Temiz (2016). In this study, the highest level of anxiety was found in the job-placement-centered ApCA subscale. Atmaca (2013), Güven and Dak (2017), Akgün and Özgür (2014) also identified high levels of anxiety among pre-service teachers regarding job placement. According to Güçlü et al. (2023), the unemployment anxiety levels of pre-service teachers are high, and as anxiety levels increase, their attitude toward the teaching profession decreases.

In the final stage of the study, the relationship between attitude and anxiety was examined using Pearson correlation. Overall, a weak positive relationship was found between attitude and anxiety; however, this relationship is not statistically significant. Therefore, it cannot be stated that the level of anxiety toward the teaching profession has a significant effect on attitudes toward the profession. According to the findings of the regression analysis, it can be suggested that the regression model does not explain the effect of anxiety toward the profession on attitude in a very strong way; however, a slight effect of anxiety on attitude can be observed. Additionally, it has been determined that a significant portion of the total variance is not explained by the model. As a result, it can be stated that the overall explanatory power of the model is weak, and the effect of the independent variable on the dependent variable is not statistically significant. To enhance the model, additional variables could be included, or alternative analytical methods could be employed.

In conclusion, findings demonstrate a strong structure of professional attitudes among pre-service teachers. While notable gender differences emerge in terms of professional anxiety, undergraduate programs do not significantly influence professional anxiety. This calls for further research to explore the underlying factors of these differences and to develop targeted intervention strategies to foster positive professional attitudes among all students. Future studies could examine the influence of practical teaching experiences on pre-service teachers' attitudes, providing a more comprehensive view of their preparation for the profession.

### Compliance with Ethical Standards

Ethical approval for the research was obtained from the Scientific Ethics Committee of Amasya University, Social Sciences Ethics Committee, with the decision dated 09.09.2024 and numbered E-30640013-108.01-214800.

### Conflict of Interest

The author has no conflict of interest to declare.



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