



Anxiety of Not to be Appointed as a Predictor of Pre-service Teachers' Motivation to Teach

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ABSTRACT

It is necessary to have a good teacher training policy so that education and training activities can achieve their goals. Well-trained teachers will also lead to an increase in the quality of education. A well-trained teacher is expected to have a high motivation on many issues. The motivation to teach is one of the types of motivation that a teacher should have in the education and training process. Interest and aptitude to teach are among the determining factors of the motivation to teach. There are many variables associated with the motivation to teach. One of them is the anxiety of not to be appointed which can be described as the anxiety about not being employed as a result of the education received. The aim of this study was to determine the effect of pre-service teachers' anxiety of not to be appointed on their motivation to teach. To this end, this study was conducted in the relational screening model with pre-service teachers studying in the final year of Firat University Faculty of Education and in the pedagogical formation education program of the same faculty. As a result of the study, it was determined that pre-service teachers' motivation to teach and anxiety of not to be appointed were high. Another result was that pre-service teachers' motivation to teach decreased as their anxiety of not to be appointed increased.

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Keywords:

Motivation to teach, anxiety of not to be appointed, pre-service teacher

1. Introduction

In our country, teacher training policies have undergone different changes from the past to the present. The search for a policy that can meet the needs of the era, both in the Ottoman and the republic period, and is appropriate to our culture has still been going on. The results of this search continue to be effective in the faculties of education and teacher training programs. Nowadays, the faculties of education are no longer a resource for teacher training, and the graduates of different faculties have been provided with the opportunity to become teachers by completing their pedagogical formation education. Therefore, it is possible to use the term pre-service teacher not only for those studying in the faculties of education, but also for every person provided with this opportunity. Pre-service teachers should have a high motivation in many areas in order to become effective educators in the future. The motivation to teach is one of the most basic types of motivation that pre-service teachers should have. The presence, high or low level of motivation to teach may be affected by some situations. One of them is the anxiety of not to be appointed.

The most basic definition of the teacher is that he/she is the person who does the teaching. The teaching profession can be defined as the profession of professions. Because teaching is the profession with the most effective role in the process of teaching the cognitive and psychomotor detail of other professions (Türer, 2006; Işık, Çiltaş, & Baş, 2010). Hacıoğlu and Alkan (1997) define the teaching profession as a field of occupation in professional status, which has social, cultural, economic, scientific and technological qualities related to education, requires academic study and professional formation based on special expertise knowledge and

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skills in the field. In other words, it is not enough to have only academic knowledge to become a good teacher, it is necessary to have many characteristics and most importantly positive attitudes towards the profession and to feel ready to do that profession. Because reaching the desired level in the teaching profession is directly related to the attitude towards the profession. As a result of their study, Gokce (1995) and Jeans (1995) reached the opinion that the effects of teachers' attitudes and behaviors on students were quite important. In other words, no matter how good the factors such as the education system, the materials used, the school and classroom environment are, the desired efficiency will not be achieved in education if the teacher, who has the most important role in using them, does not like his profession and has insufficient motivation to perform his/her profession. This level of motivation may certainly not be achieved suddenly. The teaching profession is a profession that always requires being patient. Because the results of the work done are not obtained immediately, it is necessary to wait for a certain period (Gundersen, 2004). Therefore, attitude has an important place in this profession. In the studies on the teaching profession, it was concluded that the reasons for choosing teaching affected the attitudes towards the profession and that people who willingly chose teaching had more positive attitudes towards the profession compared to others (Bilgin, 1996; Üstün, Erkan, & Akman, 2004; Üstün, 2007). Teachers' positive attitudes towards their profession will also lead to an increase in their motivation. The positive attitudes may positively affect teachers' teaching efficiency by increasing motivation. Positive attitudes. In this regard, the motivation in performing teaching activities has an important place.

Motivation is the force that comes from intrinsic or extrinsic factors that energize individuals (Lazowski & Hulleman, 2016). Motivation, which effectively shapes the psychological and actional aspects of individuals, has been the focus of many studies, and many theories have been developed on this issue. While scope theories dealt with intrinsic motivation, process theories dealt with extrinsic motivation (Ayık, Akdemir & Seçer, 2015). Intrinsic motivation has three important innate motives, including psychological competence, autonomy, and the need for relevance (Van Blankenstein et. al., 2019). The sources of extrinsic motivation may consist of motives such as family orientation in choosing the teaching profession, social value attributed to the profession, or the salary received (Demiröz & Yeşilyurt, 2012; Gün & Turabik, 2019). Nal and Sevim (2019), expressed motivation with the intrinsic motivation if the work is fun for the individual, and the target internalization dimension if the behaviors are shaped by the effect of value system, as well as intrinsic and extrinsic resources. Motivation increases efficiency and job satisfaction in organizations and makes sense of the work and social lives of employees. Educational organizations are important institutions that raise people, direct the raised individuals according to their qualifications and make them an effective force for countries. While the behavioral change in the targeted direction within the scope of this raising is defined as education, creating this change in behaviors is defined as teaching (Can, 2005). At this point, the high motivation of the teachers, who have the act of teaching, directly affects the quality of the education. Teachers' motivation is shaped by the expectations, perceptions and attitudes towards the profession, which are shaped in the training programs in the first stage (Ayık & Ataş, 2014). Teachers' personal achievements are positively associated with positive teaching behaviors, such as being energetic in education and encouraging students' autonomous motivation for learning (Esdar, Gorges, & Wild, 2015). The motivation to teach may vary by teacher's commitment to the organization (Ertürk, 2016), attitudes towards the job and teaching ability (Güzel Candan, Evin, & Gencil, 2015). Apparent intrinsic motivation, which is closely associated with the interest inherent in teaching, consists of four components, including social contextual effects related to the effect of external conditions and constraints, temporary dimension with emphasis on lifetime commitment, motivational factors resulting from negative effects (Han & Yin, 2016). For generations to shed light on the future, they should have teachers who will provide them with the ability to shed light. Teachers with high motivation will raise generations that adapt to development and will not be overwhelmed by time.

Anxiety occurs as a result of our thinking about the possibility of danger in our outer or inner world and our interpretations and perceptions in this direction. If we have anxiety, we feel under pressure and as if something bad will happen at any moment. Anxiety occurs as a result of an individual's feeling of inadequacy when he/she feels under pressure. However, anxiety generally arises as a result of our irrational thoughts (Yılmaz, Dursun, Güzeller, & Pektaş, 2014). Anxiety is one of the basic emotions of human, and it is normal for individuals to feel anxious in cases where they feel dangerous. Anxiety does not cause any problem unless it is experienced frequently, and in some cases, it may even increase the performance of the individual. In general, the temporary and situational anxiety experienced by most individuals is called "state anxiety" (Geçtan, 1993; Özyürek & Demiray, 2010). Despite its negative aspects, anxiety also has stimulating, protective

and motivating functions. Positive anxiety push individuals to improve and enables them to make an effort to learn. However, when anxiety cannot be managed, we are exposed to its negative aspects, which decreases our performance. On the other hand, anxiety also varies by personality traits (Akgün, Gönen, & Aydın, 2007). The level of anxiety, that occasionally increases for various reasons such as excessive stress, may lead to undesired results in the individual. The type of anxiety that involves constant restlessness and unhappiness, is not due to the dangers from the environment, is endogenous, and is felt as a result of perceiving the current situation as stressful by considering that the basic values are threatened is called "trait anxiety". Failures are observed in the behaviors of people with trait anxiety, and the symptoms such as perception and attention disorders, decreased course success, avoidance of individual relationships and withdrawal can be observed (Genç, 2008). Therefore, anxiety is more frequently observed in depression periods during which logical thinking is lower. Especially during the depression period, individuals tend to exaggerate and distort events due to their irrational perceptions and interpretations (Çakmak & Hevedanlı, 2004). All people on earth experience varying levels of anxiety in all ages and periods due to various factors. Especially the young, who are aware that many opportunities in our country are limited, experience many anxieties such as continuing their education, finding a job, and planning their future (Kurt, 2007). Unemployment, occupation, education and career are the issues that are mostly cared and therefore worried by the young for the future. Especially in our country, the most important future anxieties were determined as "unemployment and economic anxiety" due to imbalances between supply and demand (Aytar & Soylu, 2019). Anxiety, which is one of the problems experienced by the young today, can be defined as the feeling of inadequacy when the individual is under threat, feeling of uneasiness due to inner distress, fear or delusions, and reaction to future dangers (Eroğlu, 2000; Karataş, 2009; Özyürek & Demiray, 2010). Anxiety may lead to many social symptoms, such as shyness, difficulty in speaking, and avoiding activities, as well as physiological reactions such as uneasiness, tremors, headache and chest pains, nervousness (Özyürek & Demiray, 2010; Ümmet, 2007). Anxiety also includes a multifaceted feeling that motivates individuals by warning them against possible dangers from the social environment and contributing to their survival, and involves adaptive and subjective feelings and behaviors to deal with dangers, along with the feelings of pessimism, failure, anxiety about the future (Güleç & Köroğlu, 1997; Tektaş, 2014). Anxiety, which is highly associated with future expectations, is also observed in pre-service teachers. The problems encountered in teacher appointments in our country lead to anxiety of not to be appointed among pre-service teachers. Some of these problems are the low number of appointments in some fields, the smaller number of appointments than expected, and the central exams taken to be appointed. In addition to the presence of these problems, the failure to meet the expectation of becoming a teacher and working as a teacher will increase this anxiety of not to be appointed over time. The pressure resulting from not meeting these expectations is one of the causes of anxiety that arises (Bahar, 2011; Doğan & Şahin, 2009; Karagözoğlu, 2009). The studies also indicate that this situation cause teachers to have feelings such as anxiety (Yılmaz, Yalçın, Yalçın, & Kahraman, 2017). The anxiety of not to be appointed may be effective through several attitudes and perceptions of pre-service teachers. The motivation to teach is one of them. Accordingly, the interaction between the anxiety of not to be appointed and the motivation to teach was considered worthy of investigation. The motivation to teach is an important emotional state from pre-service teachers' attitudes towards the profession to their individual performance. The aim of this study was to determine the effect of the anxiety of not to be appointed on pre-service teachers' motivation to teach. Based on this general aim, the following sub-aims were determined: (i) What is the level of perception of pre-service teachers of the motivation to teach and the anxiety of not to be appointed? (ii) Do pre-service teachers' motivation to teach and perceptions of the anxiety of not to be appointed differ in terms of some variables? (iii) Is there a relationship between pre-service teachers' motivation to teach and perceptions of the anxiety of not to be appointed? (iv) Does pre-service teachers' anxiety of not to be appointed have significantly predict on their perception of motivation to teach?

2. Method

2.1. Research Model

This study, which discussed the relationship between pre-service teachers' anxiety of not to be appointed and motivation to teach, was conducted in the relational survey model one of the quantitative research methods. Relational survey models are used to determine the presence and degree of the changes in variables that are considered to be related (Büyüköztürk et al., 2020; Karasar, 2012). Two variables were determined in

accordance with the research model. While the anxiety of not to be appointed was determined as an independent variable, the motivation to teach was determined as the dependent variable.

2.2. Population and Sample

The students studying in the final year of Firat University Faculty of Education and in the pedagogical formation department of the same faculty during the same time period in the 2018-2019 academic year constituted the population of this study. The sample was formed from 401 pre-service teachers using the simple random sampling method. All units have an equal chance of election. In the app, all units are listed, and random selections are made from the list. In the simple random sampling method, each sampling unit in the population has an equal and independent sampling probability (Büyüköztürk et al., 2020). The sample was determined randomly and impartially among pre-service teachers in the population. In the selection of pre-service teachers, attention was paid to reach pre-service teachers from different departments and groups in order to determine a homogeneous sample, by considering the size of the final year students of the departments and the groups receiving pedagogical formation education. Table 1 includes the distribution of pre-service teachers who participated in the study according to their personal characteristics.

Table 1. Data on demographic characteristics of the participants

Demographic Variable	Groups	Frequency (n)	Percentage (%)
Gender	Female	176	43.9
	Male	225	56.1
	Total	401	100
Marital status	Married	96	23.9
	Single	305	76.1
	Total	401	100
Level of Education to work	Primary school	86	21.4
	Secondary school	144	35.9
	High school	171	42.7
	Total	401	100
Graduation	Faculty of Education	184	45.8
	Faculty of Science and Literature	116	28.9
	Fine Arts/Sports Sciences	101	25.3
	Total	401	100

According to Table 1, while 43.9% of 401 pre-service teachers who participated in the study were female, 56.1% of them were male. While 76.1% of pre-service teachers were married, 23.9% of them were single. According to the branch variable, while 43.1% of pre-service teachers who participated in the study were from the social sciences branch, 31.6% and 25.2% of them were from the sciences branch and the fine arts/sports sciences branch, respectively. According to the variable of level of education to work, while 21.4% of pre-service teachers would work in primary schools, 35.9% and 42.7% of them would work in secondary schools and high schools, respectively. While 45.8% of pre-service teachers who participated in the study graduated from the faculty of education, 28.9% and 25.3% of them graduated from the faculty of science and literature and the fine arts/sports sciences, respectively. Based on these data, it was observed that majority of pre-service teachers who participated in the study consisted of males and that large majority of them were single. According to the variable of level of education to work, it was determined that the majority of pre-service teachers who participated in the study would work in secondary schools and high schools. According to the graduation status variable, it was observed that most of the participants in the study graduated from the faculty of education.

2.3. Data Collection Tools

While determining the data collection tools in accordance with the aim of the study, the similar scales in the literature were determined. These scales were examined with regard to criteria such as their acceptance in the literature, the characteristics they measure, their usefulness, dimensions, number of items, suitability to the methodology of the study, and the response time, and it was decided which ones to use in the study. The Anxiety of Pre-service Teachers' Not to Be Appointed to Teachership Scale and motivation to teach scales were used to collect the data of the study. This title involves the characteristics of these scales.

Anxiety of Pre-service Teachers' Not to Be Appointed to Teachership Scale: The Anxiety of Pre-service Teachers' Not to Be Appointed to Teachership Scale was developed by Eskici (2016). The scale consisted of 13 items under two sub-dimensions. During the development studies of the scale, its reliability coefficient Cronbach Alpha value was determined as .96. In this study, the coefficient of the scale Cronbach Alpha value of the scale was determined as .88. The first sub-dimension of the scale was the "fear of not to be appointed" dimension that consisted of 10 items and measured pre-service teachers' fears of the possibility of not being appointed. Another sub-dimension was the "personal perception" dimension that consisted of three items and measured the pre-service teachers' perceptions of themselves. While the lowest score to be obtained from the five-point Likert-type scale was 13, the highest score was 65.

Motivation to Teach Scale: In the study, data on motivation to teach were collected using the "Motivation to Teach Scale". The scale was developed by Kauffman, Yılmaz Soylu & Duke (2011), and Turkish adaptation study of the scale was carried out by Candan & Gencil (2015). The scale consisted of a total of 12 items under two sub-dimensions. The 6-point Likert-type scale consisted of the dimensions of "intrinsic motivation" and "extrinsic motivation" for teaching. While "intrinsic motivation", one of the sub-dimensions, consisted of seven items, "extrinsic motivation" consisted of five items. In the Turkish adaptation study of the scale, the reliability coefficient Cronbach Alpha value of the intrinsic motivation dimension was .86, the reliability coefficient Cronbach Alpha value of the extrinsic motivation dimension was determined as .76. In this study, while the reliability coefficient Cronbach Alpha value of the intrinsic motivation dimension of the scale was .83, the reliability coefficient Cronbach Alpha value of the extrinsic motivation dimension was determined as .79. The lowest and highest scores to be obtained from the motivation to teach scale were 12 and 72, respectively.

2.4. Data Collection and Analysis

The data including the opinions of pre-service teachers were obtained using the application form with measurement tools. The data were collected through face to face interviews.

Before deciding on the analysis to be performed in this study, it was determined whether the data were normally distributed. While parametric tests should be used in cases where the data were normally distributed, nonparametric tests should be used in cases where normality cannot be achieved. There are various methods to determine whether the data are normally distributed in a study (Can, 2013; Özdemir, 2018). In this context, at first, 8 data that were not suitable for analysis due to various reasons were removed from the data set. The analyses were performed on 401 data. The normality in the data was examined by examining the skewness and kurtosis values, and the results are presented in Table 2.

Table 2. Skewness and kurtosis coefficients of the variables used in the study

Variable	\bar{x}	Ss	Skewness		Kurtosis	
			Value	Std. Er.	Value	Std. Er.
Anxiety not to be appointed to teachership	3,94	,981	-,978	,140	,254	,280
Fear of not being appointed	4,10	,976	-1,183	,140	,735	,280
Personal Perception	3,39	1,190	-,216	,140	-1,052	,280
Teaching Motivation	3,51	,750	-,514	,140	,417	,280
Intrinsic Motivation	3,61	,801	-,528	,140	,197	,280
Extrinsic Motivation	3,37	,797	-,278	,140	,074	,280

When Table 2 was examined, it was observed that the skewness coefficients of the measurement tools used in the study varied between -1.183 and .216 and the kurtosis coefficients varied between -1.052 and .417. According to these results, it can be said that the data were normally distributed (Can, 2013; Özdemir, 2018). Therefore, it can be said that it was appropriate to use parametric tests in the study. Independent Groups t-Test technique was used to determine whether there was a significant difference between the paired groups in terms of the variables since normal distribution was observed in the data collected within the scope of the study. ANOVA test, in other words, one-way analysis of variance, was used to determine whether there was a significant difference for more than two groups, and the Scheffe test, one of the post-hoc analyses, was used to determine from which groups the differences resulted. The correlation analysis was used to determine the relationships between the variables. The regression analysis was performed to determine the predictability of the anxiety of not to be appointed on the motivation to teach determined as the outcome variable.

3. Findings

The findings obtained from the study, and the interpretations of these findings are included in this section. In this context, the findings were achieved by analyzing the data obtained from the teachers who participated in the study by percentage, frequency, t test, ANOVA, Pearson Correlation Analysis and Multiple Regression Analysis.

Table 3. Pre-service teachers' perceptions of motivation to teach and anxiety of not to be appointed

	N	\bar{X}	S	Score Level
Anxiety not to be appointed to teachership	401	3,94	,981	High
Fear of not being appointed	401	4,10	,976	High
Personal Perception	401	3,39	1,190	Middle
Teaching Motivation	401	3,51	,750	High
Intrinsic Motivation	401	3,61	,801	High
Extrinsic Motivation	401	3,37	,978	Middle

When the averages in Table 3 were evaluated according to score ranges, pre-service teachers' anxiety of not to be appointed was high ($\bar{X} = 3.94$). While the fear of not to be appointed, one of the sub-dimensions of the anxiety of not to be appointed, was high ($\bar{X} = 4.10$), personal perception, another sub-dimension, was moderate ($\bar{X} = 3.39$). The motivation to teach of pre-service teachers who participated in the study was high ($\bar{X} = 3.51$). While intrinsic motivation, one of the sub-dimensions of the motivation to teach, was high ($\bar{X} = 3.61$), their extrinsic motivation was found to be moderate ($\bar{X} = 3.37$). It was observed that pre-service teachers had a high level of anxiety about not being appointed, especially due to their high intrinsic motivation for teaching. Furthermore, this anxiety was based on the fear of not to be appointed. Table 4 includes the results of the t-test performed to compare the perceptions of pre-service teachers who participated in the study of the variables according to marital status and gender variables.

Table 4. Comparison of pre-service teachers' perceptions according to gender and marital status variables

	Gender	N	\bar{X}	S	t	p	η^2	Cohen d																																																																																																																																																			
A. Anxiety not to be appointed to teachership	Female	176	3,85	1,04	1,259	,209																																																																																																																																																					
	Male	225	4,00	,93					A1. Fear of not being appointed	Female	176	4,00	1,04	1,556	,038	.01	.19	Male	225	4,18	,91	A2. Personal Perception	Female	176	3,37	1,24	,240	,810			Male	225	3,40	1,15	B. Teaching Motivation	Female	176	3,47	,74	,836	,404			Male	225	3,54	,75	B1. Intrinsic Motivation	Female	176	3,54	,82	1,199	,231			Male	225	3,65	,78	B2. Extrinsic Motivation	Female	176	3,36	,75	,186	,853			Male	225	3,38	,82		Marital status	N	\bar{X}	S	t	p	η^2	Cohen d	A. Anxiety not to be appointed to teachership	Married	96	3,76	1,12	,877	,388			Single	305	3,96	,96	A1. Fear of not being appointed	Married	96	3,88	1,12	1,071	,293	.02	.18	Single	305	4,12	,96	A2. Personal Perception	Married	96	3,34	1,23	,213	,833			Single	305	3,40	1,18	B. Teaching Motivation	Married	96	3,58	,71	,524	,604			Single	305	3,50	,75	B1. Intrinsic Motivation	Married	96	3,71	,770	,742	,464			Single	305	3,60	,804	B2. Extrinsic Motivation	Married	96	3,39	,806	,125	,901	
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	Male	225	3,65	,78					B2. Extrinsic Motivation	Female	176	3,36	,75	,186	,853			Male	225	3,38	,82		Marital status	N	\bar{X}	S	t	p	η^2	Cohen d	A. Anxiety not to be appointed to teachership	Married	96	3,76	1,12	,877	,388			Single	305	3,96	,96	A1. Fear of not being appointed	Married	96	3,88	1,12	1,071	,293	.02	.18	Single	305	4,12	,96	A2. Personal Perception	Married	96	3,34	1,23	,213	,833			Single	305	3,40	1,18	B. Teaching Motivation	Married	96	3,58	,71	,524	,604			Single	305	3,50	,75	B1. Intrinsic Motivation	Married	96	3,71	,770	,742	,464			Single	305	3,60	,804	B2. Extrinsic Motivation	Married	96	3,39	,806	,125	,901			Single	305	3,37	,798																																															
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	Male	225	3,38	,82						Marital status	N	\bar{X}	S	t	p	η^2	Cohen d	A. Anxiety not to be appointed to teachership	Married	96	3,76	1,12	,877	,388			Single	305	3,96	,96	A1. Fear of not being appointed	Married	96	3,88	1,12	1,071	,293	.02	.18	Single	305	4,12	,96	A2. Personal Perception	Married	96	3,34	1,23	,213	,833			Single	305	3,40	1,18	B. Teaching Motivation	Married	96	3,58	,71	,524	,604			Single	305	3,50	,75	B1. Intrinsic Motivation	Married	96	3,71	,770	,742	,464			Single	305	3,60	,804	B2. Extrinsic Motivation	Married	96	3,39	,806	,125	,901			Single	305	3,37	,798																																																												
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A1. Fear of not being appointed	Married	96	3,88	1,12	1,071	,293	.02	.18																																																																																																																																																			
	Single	305	4,12	,96					A2. Personal Perception	Married	96	3,34	1,23	,213	,833			Single	305	3,40	1,18	B. Teaching Motivation	Married	96	3,58	,71	,524	,604			Single	305	3,50	,75	B1. Intrinsic Motivation	Married	96	3,71	,770	,742	,464			Single	305	3,60	,804	B2. Extrinsic Motivation	Married	96	3,39	,806	,125	,901			Single	305	3,37	,798																																																																																															
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	Single	305	3,60	,804					B2. Extrinsic Motivation	Married	96	3,39	,806	,125	,901			Single	305	3,37	,798																																																																																																																																						
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When Table 4 was examined, it was determined that the total score of the anxiety of not to be appointed and the score of the personal sub-dimension did not differ significantly in terms of gender variable. In the

dimension of the fear of not to be appointed, it was observed that there was a significant difference in favor of males ($t=1.259$; $p=0,038<0.05$). In this case, males' scores of the fear of not to be appointed ($\bar{X} = 4.18 \pm 0.91$) were higher than females' scores of the fear of not to be appointed ($\bar{X} = 4.00 \pm 1.04$). For the scores of the motivation to teach, which was the other variable of the study, and the scores of intrinsic motivation and extrinsic motivation, which are its sub-dimensions, it was observed that there was no significant difference according to the gender variable.

According to Table 4, it was determined that the total score of the anxiety of not to be appointed and the score of the personal sub-dimension did not differ significantly in terms of the marital status variable. In the sub-dimension of the fear of not to be appointed, it was observed that there was a significant difference in favor of single pre-service teachers ($t= 1.071$; $p=0.029<0.05$). In this case, single pre-service teachers' scores of the fear of not to be appointed ($\bar{X} = 4.12 \pm 0.96$) were higher than married pre-service teachers' scores of the fear of not to be appointed ($\bar{X} = 3.88 \pm 1.12$). For the scores of the motivation to teach, which was the other variable of the study, and the scores of intrinsic motivation and extrinsic motivation, which are its sub-dimensions, it was observed that there was no significant difference according to the marital status variable.

Table 5 includes the results of the Anova performed to compare the opinions of pre-service teachers who participated in the study according to the variable of level of education and graduation.

Table 5. Comparison of pre-service teachers' perceptions according to the variable of level of education and graduation

	Level of Education to work	N	\bar{X}	S	F	p	Difference	η^2
A. Anxiety not to be appointed to teachership	A. Primary school	86	3,59	,84	1,949	,122	--	--
	B. Secondary school	144	3,77	,93				
	C. High school	171	4,03	,95				
A1. Fear of not being appointed	A. Primary school	86	3,81	,86	1,591	,192	--	--
	B. Secondary school	144	3,96	,95				
	C. High school	171	4,19	,94				
A2. Personal Perception	A. Primary school	86	2,85	,91	2,581	,044	C>A	
	B. Secondary school	144	3,16	1,13				
	C. High school	171	3,50	1,17				
B. Teaching Motivation	A. Primary school	86	3,31	,90	1,716	,164	--	--
	B. Secondary school	144	3,61	,61				
	C. High school	171	3,54	,71				
B1. Intrinsic Motivation	A. Primary school	86	3,39	,93	1,874	,134	--	--
	B. Secondary school	144	3,68	,66				
	C. High school	171	3,66	,77				
B2. Extrinsic Motivation	A. Primary school	86	3,21	,96	1,252	,291	--	--
	B. Secondary school	144	3,51	,68				
	C. High school	171	3,38	,74				
	Graduation	N	\bar{X}	S	F	p	Different	η^2
A. Anxiety not to be appointed to teachership	A. Faculty of Education	184	3,64	,95	4,210	,006	B>C	.04
	B. Faculty of Science and Literature	116	4,12	,89				
	C. Fine Arts/Sports Sciences	101	3,75	1,05				
A1. Fear of not being appointed	A. Faculty of Education	184	3,77	,96	4,500	,004	B>A B>C	.04
	B. Faculty of Science and Literature	116	4,29	,86				
	C. Fine Arts/Sports Sciences	101	3,92	1,06				
A2. Personal Perception	A. Faculty of Education	184	3,20	1,03	2,453	,063	--	--
	B. Faculty of Science and Literature	116	3,56	1,16				
	C. Fine Arts/Sports Sciences	101	3,15	1,25				
B. Teaching Motivation	A. Faculty of Education	184	3,13	,67	1,516	,210	--	--
	B. Faculty of Science and Literature	116	3,54	,78				
	C. Fine Arts/Sports Sciences	101	3,59	,61				
B1. Intrinsic Motivation	A. Faculty of Education	184	3,21	,78	1,213	,305	--	--
	B. Faculty of Science and Literature	116	3,65	,83				
	C. Fine Arts/Sports Sciences	101	3,66	,66				

	A. Faculty of Education	184	3,02	,65				
B2. Extrinsic otivation	B. Faculty of Science and Literature	116	3,38	,81	1,691	,169	--	--
	C. Fine Arts/Sports Sciences	101	3,50	,70				

As it is seen in Table 5, pre-service teachers' scores of the personal perception dimension, the sub-dimension of the anxiety of not to be appointed, did not differ significantly according to the variable of level of education ($F=2.581$; $p=0.044<0.05$). The Scheffe test, one of the complementary post-hoc analyses, was performed to determine the sources of differences. As a result of the analyses, personal scores for the fear of not to be appointed of pre-service teachers who would work in high schools ($\bar{X} : 3.50 \pm 1.17$) were found to be higher than the scores of pre-service teachers who would work in primary schools ($\bar{X} : 2.85 \pm 0.91$). The variable of level of education could not make a significant difference according to pre-service teachers' total scores of the anxiety of not to be appointed and scores of the sub-dimension, fear of not to be appointed. Furthermore, pre-service teachers' scores of the motivation to teach and its sub-dimensions did not differ significantly according to the variable of level of education.

When Table 5 was examined, the scores of the anxiety of not to be appointed and its sub-dimension personal perception, and the scores of the motivation to teach and its sub-dimensions, intrinsic motivation and extrinsic motivation did not differ significantly the variable of graduation. With this result, pre-service teachers' scores of the anxiety of not to be appointed and the fear of not to be appointed differed significantly according to the graduation variable. According to this result, the scores of the anxiety of not to be appointed of pre-service teachers who graduated from the faculty of science and literature ($\bar{X} : 4.12 \pm 0.89$) were found to be higher than the scores of the anxiety of not to be appointed of pre-service teachers who graduated from fine arts/sports sciences ($\bar{X} : 3.75 \pm 1.05$). Furthermore, the scores of the fear of not to be appointed of pre-service teachers who graduated from the faculty of science and literature ($\bar{X} : 4.29 \pm 0.86$) were found to be higher than the scores of both faculty of education graduates ($\bar{X} : 4.77 \pm 0.96$) and fine arts/sports science graduates ($\bar{X} : 3.92 \pm 1.06$).

The relationships between pre-service teachers' anxiety of not to be appointed and their perceptions of the motivation to teach were examined by the Pearson Correlation Analysis, and the results are presented in Table 6.

Table 6. Pearson correlation analysis results for examining the relationships between pre-service teachers' anxiety of not to be appointed and their levels of motivation to teach

	(1)	(2)	(3)	(4)	(5)	(6)
1. Anxiety not to be appointed to teachership	1					
2. Fear of not being appointed	,985**	1				
3. Personal Perception	,880**	,784**	1			
4. Teaching Motivation	-,224**	-,218**	-,204**	1		
5. Intrinsic Motivation	-,242**	-,237**	-,218**	,957**	1	
6. Extrinsic Motivation	-,165**	-,158**	-,155**	,913**	,755**	1

** $p<.01$, $N=401$

When Table 6 was examined, it was observed that there was a significant and negative relationship by .01 between pre-service teachers' anxiety of not to be appointed and both sub-dimensions and motivation to teach and both sub-dimensions. Based on this result, it was observed that there was a low level of relationship between pre-service teachers' anxiety of not to be appointed and motivation to teach ($r= -.224$; $p<.01$). According to this result of the study, pre-service teachers' motivation to teach decreased as their anxiety of not to be appointed increased. Furthermore, it was observed that there was a negative and low level relationship between the fear of not to be appointed, which is a sub-dimension of the anxiety of not to be appointed, and motivation to teach ($r= -.218$; $p<.01$), intrinsic motivation ($r= -.237$; $p<.01$), and extrinsic motivation ($r= -.158$; $p<.01$). It was observed that there was a negative and low level relationship between the personal perception, another sub-dimension of the anxiety of not to be appointed, and motivation to teach ($r= -.204$; $p<.01$), intrinsic motivation ($r= -.218$; $p<.01$), and extrinsic motivation ($r= -.155$; $p<.01$). Based on these results, there was an inverse relationship between pre-service teachers' perceptions of the motivation to teach and all sub-dimensions and the anxiety of not to be appointed and all sub-dimensions. As the anxiety of not to be

appointed, the fear of not to be appointed, and personal perception of not to be appointed increased, pre-service teachers' motivation to teach, intrinsic motivation and extrinsic motivation decreased.

Multiple Regression Analysis was performed for the Prediction of Pre-service Teachers' Motivation to Teach by their Anxiety of not to be Appointed, and the results are presented in Table 7.

Table 7. Multiple regression analysis results for the predictions of pre-service teachers' motivation to teach by their predictions of the anxiety of not to be appointed

Predicted Variable	Predictive Variables	B	Std. Error	B	t	p
Teaching Motivation	Constant	3,873	,103		37,481	,000
	Anxiety not to be appointed to teachership	-,192	,937	-,251	-,205	,426
	Fear of not being appointed	-,036	,797	-,042	-,046	,049
	Personal Perception	-,010	,235	-,017	-,044	,338
R= .224, R ² = .050, Adjusted ΔR ² = .048, F (5,246) = 169.062, p= 002, **p<.01						
Intrinsic Motivation	Constant	4,023	,110		36,637	,000
	Anxiety not to be appointed to teachership	-,542	,996	-,663	-,544	,568
	Fear of not being appointed	,306	,846	,333	,361	,039
	Personal Perception	,072	,249	,107	,288	,360
R= .242, R ² = .059, Adjusted ΔR ² = .054, F (6,229) = 192.682, p= 000, **p<.01						
Extrinsic Motivation	Constant	3,663	,111		32,980	,000
	Anxiety not to be appointed to teachership	,298	1,007	,366	,296	,568
	Fear of not being appointed	-,341	,856	-,373	-,398	,102
	Personal Perception	-,126	,252	-,188	-,498	,338
R= .166, R ² = .028, Adjusted ΔR ² = .021, F (2,863) = 190.907, p= 030, *p<.05						

When Table 7 was examined, it was observed that pre-service teachers' anxiety of not to be appointed and its sub-dimensions significantly predicted their motivation to teach (R=.224, R²=.050, F_(5,246)= 169.062, p=002, p<.01). When the *t* values for the regression coefficients of the anxiety of not to be appointed and its sub-dimensions were examined, it was observed that the dimension of the fear of not to be appointed statistically significantly predicted the motivation to teach. It was observed that pre-service teachers' anxiety of not to be appointed and its sub-dimensions statistically significantly predicted the intrinsic motivation dimension, the sub-dimension of the motivation to teach (R=.242, R²=.059, F_(6,229)= 192.682, p=000, p<.01). When the *t* values for the regression coefficients of the anxiety of not to be appointed and its sub-dimensions were examined, it was observed that the dimension of the fear of not to be appointed statistically significantly predicted the intrinsic motivation. It was observed that pre-service teachers' anxiety of not to be appointed and its sub-dimensions statistically significantly predicted the extrinsic motivation dimension, the sub-dimension of the motivation to teach (R=.166, R²=.021, F_(2,863)= 190.907, p=030, p<.05). When the *t* values for the regression coefficients of the anxiety of not to be appointed and its sub-dimensions were examined, it was observed that the dimension of anxiety of not to be appointed and its sub-dimensions did not statistically significantly predict the extrinsic motivation. According to this result, the fear of not to be appointed explained 5% of the total variance in the motivation to teach and its sub-dimension intrinsic motivation dimension.

4. Discussion and Conclusion

The discussions and conclusions on the results obtained to determine the relationship between pre-service teachers' motivation to teach and anxiety of not to be appointed are discussed under this title. As a result of the findings, it was determined that pre-service teachers' perceptions of the anxiety of not to be appointed and motivation to teach were high. Furthermore, although the perceptions of the fear of not to be appointed, the first sub-dimension of the anxiety of not to be appointed, and extrinsic motivation, the first sub-dimension of motivation to teach, were high, it was concluded that the second sub-dimensions of both variables were

moderate in terms of pre-service teachers' perceptions. Along with these results, in the thesis study conducted by Süner 2019, one of the similar studies on this issue, it was observed that pre-service teachers' scores of the anxiety of not to be appointed and the sub-dimension of the fear of not to be appointed were above the moderate level. Furthermore, Ekici (2016) found another similar result with the results of the study. In his study, Ekici (2016) determined that pre-service teachers' scores of the anxiety of not to be appointed and its sub-dimension, fear of not to be appointed, were above the moderate level. Furthermore, Süner (2019) found that pre-service teachers' scores of personal perception dimension were low. The fact that today's pre-service teachers, who will shape the generations of the future, have high motivation to teach, one of the most important types of motivation they should have, is an important result in that their individual performance in their professional life would also be high. It is possible that pre-service teachers with high motivation to teach will also get satisfaction from their job while performing their teaching profession in the future. The issues such as the problems in teacher employment and the increasing number of pre-service teachers caused an anxiety of not to be appointed among pre-service teachers, which is also supported by the results obtained as a result of this study.

The variables discussed within the scope of the study were compared according to gender, marital status, level of education, and graduation status, which are the personal variables of pre-service teachers. The variable of gender caused a significant difference only in the fear of not to be appointed, the first sub-dimension of the anxiety of not to be appointed. Similarly, the marital status variable caused a significant difference only on the same sub-dimension, fear of not to be appointed. As a result of both results, it was determined that male pre-service teachers had more fear of not to be appointed compared to female pre-service teachers, and that single pre-service teachers had a higher fear of not to be appointed compared to married pre-service teachers. The situations such as social roles, future expectation, and the intention to take part in business life could be effective in the emergence of this result. Furthermore, based on the observations obtained during the research process, the fact that most of the pre-service teachers both in the pedagogical formation education and in the final year of the faculty of education, had an existing profession may be a reason why they had less fear of not to be appointed compared to single pre-service teachers. In a similar study with this result, Süner (2019) concluded that female pre-service teachers' fear of not to be appointed was significantly higher compared male pre-service teachers. In their study, İnce and Yılmaz (2018) concluded that male or female pre-service teachers had the same level of anxiety. In another study on the level of anxiety, it was observed that early pre-service teachers had a higher level of anxiety compared to female pre-service teachers (Aküzüm, Demirkol, Ekici, & Talu, 2015; Baştürk, 2007). Furthermore, in their study, Sürücü, Yıldırım and Ünal (2018) concluded that pre-service teachers' motivation to teach differed significantly according to the gender variable. In the same study, it was concluded that both intrinsic and extrinsic motivation scores of female pre-service teachers were higher compared to male pre-service teachers. As a result of the comparison according to the level of education at which pre-service teachers could work, no significant difference was obtained in the motivation to teach and its sub-dimensions. Along with this result, a significant difference was determined in the personal perception dimension of the anxiety of not to be appointed according to the level of education at which pre-service teachers could work. Accordingly, pre-service teachers who could work in high schools had a higher level of anxiety of not to be appointed in the personal perception dimension compared to pre-service teachers who could work in primary schools. The fact that pre-service teachers who could work in high schools has been less employed compared to pre-service teachers who could work in primary schools in recent years may be effective in the emergence of this result. The graduation variable did not cause a significant difference in pre-service teachers' motivation to teach and its sub-dimensions. However, the same graduation variable caused a significant difference in the sub-dimension of anxiety and fear of not to be appointed. Pre-service teachers who graduated from faculties of science and literature had a higher level of fear of not to be appointed compared to pre-service teachers who graduated from fine arts/sports sciences. In parallel with this result, the perceptions of the fear of not to be appointed of the graduates of the faculties of science and literature were higher compared to both the graduates of the faculties of education and the fine arts/sports sciences graduates. The fact that the graduates of the faculties of science and literature could not be appointed without receiving pedagogical formation education as of the date of the study, and the low need for appointment for the departments in this faculty were effective in the emergence of this result.

The relationship between the variables of the anxiety of not to be appointed and the motivation to teach, which are the variables of the study, was examined by the correlation analysis. According to the results of the correlation analysis, it was observed that there was a significant and negative relationship between the motivation to teach and its sub-dimensions and the anxiety of not to be appointed and its sub-dimensions. Pre-service teachers' motivation to teach decreased as their anxiety of not to be appointed increased. Although the level of anxiety is acceptable at a certain level, the dimension of the anxiety experienced may have a negative prediction on motivation. Therefore, pre-service teachers' anxiety of not to be appointed has a negative relationship with motivation to teach in this regard. Although a low level of relationship was found between both variables, it was a remarkable result to reveal the relationship between the motivation to teach and nonappointment. For the main aim of the study, regression analysis was performed to determine the prediction of the anxiety of not to be appointed on motivation to teach. As a result of the regression analysis, it was observed that the anxiety of not to be appointed and its sub-dimensions significantly predicted the motivation to teach. The fact that the anxiety of not to be appointed explained 5% of the total variance in the motivation to teach and its sub-dimension intrinsic motivation dimension was another important result for determining the predictability between both variables. In other words, the anxiety of not to be appointed had a little effect on the emergence of the motivation to teach. In another study showing similarity with these results, Ayık & Ataş (2014) determined that there was a positive and moderate relationship between pre-service teachers' motivation to teach and their attitudes towards the teaching profession. In the same study, it was concluded that the attitude towards the teaching profession was a significant predictor of teaching motivations, and intrinsic and extrinsic motivations. Akpınar (2013) determined that pre-service teachers' anxiety of not to be appointed increased their stress levels.

Based on these results, it can be accepted that the anxiety of not to be appointed has a certain level effect on pre-service teachers' motivation to teach, considering that a reasonable level of anxiety would not lead to a negative effect. However, as it can be seen in the results of the study, the anxiety experienced has a negative effect on pre-service teachers' motivation to teach. Therefore, policy makers should make a good planning on many factors from teacher employment to the number of pre-service teachers to be trained for the elimination of these problems.

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