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YÜKSEK LİSANS TEZİ**

**AN ANALYSIS OF THE RELATIONSHIP BETWEEN
TEACHING CONCERNS AND PERSONALITY TRAITS OF
IN-SERVICE EFL TEACHERS**

Didem ATAN

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Supervisor

Prof. Dr. Demet YAYLI

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TEŞEKKÜRLER

Toplumun gelişimi ve değişiminde, yapılan çalışmaların katkısı ve önemi büyüktür. Yapılan her çalışma, çalışma alanına eklenen bir değerdir. Daha önce yüksek lisans yapmış ve şu anda yapıyor olan herkesin deneyimlediği üzere, tez yazmak gerçekten yoğun, yorucu ve uzun soluklu bir iştir. Ancak bittiğinde verdiği haz ve başarı duygusu ise paha biçilemez duygulardır.

Elbette bu yoğun ve uzun soluklu çalışma, tek bir kişinin emeği ile tamamlanamamıştır. Bu süreçte birçok değerli kişinin ve kurumun katkıları, yardımı ve desteği olmuştur. Bu yardım ve desteklerin kıymeti bir teşekkürle karşılanamaz elbette. Ancak ben hepsine tek tek teşekkür etmeyi bir borç bilirim.

Öncelikle, bu çalışmada en büyük teşekkürümü, değerli danışmanım, saygıdeğer hocam Prof. Dr. Demet YAYLI'ya sunmak isterim. Bu uzun ve yorucu süreçte benden hiçbir zaman desteğini esirgememiş, bunaldığım zamanlarda beni rahatlatmış, ne zaman önümün karardığını düşünsem, deneyimli ve bilge sözleriyle yoluma ışık tutmuştur. Ayrıca, yüksek lisans çalışmalarım boyunca benden bilgi ve desteklerini esirgemeyen kıymetli hocalarım Prof. Dr. Turan PAKER'e, Doç. Dr. Recep Şahin ARSLAN'a ve Dr. Öğr. Üyesi Selami OK'a teşekkürlerimi sunuyorum.

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En çok teşekkür etmek istediğim kişiler ise, benim bu günlere gelmemde maddi manevi en büyük katkıya sahip, haklarını asla ödeyemeyeceğim sevgili ailemdir. Bu süreçte bana yardımcı olmak için elinden gelen her şeyi yapan, şimdiye kadarki tüm çalışmalarım ve başarılarımda arkamdaki en büyük motivasyon kaynağım ve desteğim olan canım annem Gülay TULUMOĞLU'na; ve akademik olarak ilerlemem ve kendimi geliştirmem için beni her zaman motive eden, ne zaman ihtiyaç duysam desteğini hiç esirgemeyen, bana her zaman güç veren ve her koşulda yanımda duran sevgili eşim Abdullah ATAN'a sonsuz teşekkürler.

İyi ki varsınız, iyi ki hayatımdasınız...

ÖZET

İngilizce Öğretmenlerinin Öğretme Endişeleri ile Kişilik Özellikleri Arasındaki İlişki

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Bir meslek olarak öğretmenlik çok katmanlıdır. En iyi sonuçları elde etmek ve öğretimden gerekli doyumunu elde etmek için, dikkate alınması gereken en önemli hususlardan biri, öğretmenlerin meslekleri ile ilgili kaygıları profesyonel kariyerlerinin her gününde üstesinden gelmeleri gerektiğinden dolayı, bu kaygılarını anlayabilmektir. Öğretmenlerin algılarını ve kaygılarını anlamak hayati öneme sahiptir çünkü bunlar öğretim-öğrenme sürecini etkileyen temel faktörlerden biridir. Öğretmenler arasında dünya değiştikçe öğretimle ilgili farklı endişeler ortaya çıkabilir. Bu kaygılar bazen beklentilerin eksikliğinden veya belirsizlikten, eğitim süreçleri veya amaçlarına ve kazanımlara ulaşmadaki zorluk seviyesinden kaynaklanabilir. Mesleki kaygıları etkileyen en önemli faktörlerden biri de, nasıl davrandığımızı ve tepki vereceğimizi etkileyen duygusal, motivasyonel ve bilişsel süreçleri içeren kişiliktir. Bu nedenle, bu çalışma dört ana konuyu incelemeyi amaçlamaktadır: (1) çeşitli seviyedeki okullarda (ilkokul, ortaokul, lise ve üniversite) çalışan bir grup İngilizce öğretmenin mesleki kaygı düzeyleri, (2) öğretmenlerin mesleki kaygılarının farklı değişkenler açısından incelenmesi (3) bu öğretmenlerin mesleki kaygıları ve kişilik özellikleri arasındaki ilişki ve son olarak (4) katılımcıların kendi mesleki kaygıları hakkındaki görüşleri.

Araştırmada, nicel ve nitel araştırmaların birleşimini içeren yakınsayan paralel desen kullanılmıştır. Araştırmaya, Türkiye'nin Denizli ilinde ilkök, ortaokul, lise ve üniversite hazırlık sınıflarında çalışan toplam 200 İngilizce öğretmeni katılmış ve bu katılımcılardan mesleki kaygılarını araştırmak için Mesleki Kaygı Ölçeğine ve kişilik tiplerinin analizi için 10 maddeli Kişilik Ölçeğine cevap vermeleri istenmiştir. Ayrıca, katılımcı öğretmenler arasından mesleki kaygıları hakkında derinlemesine bir anlayış

oluşturmak için nitel veriler toplamak amacıyla gönüllü olan 18 öğretmen ile görüşmeler yapılmıştır. Çalışmanın amacı doğrultusunda, nicel veriler üzerinde istatistiksel analiz tekniği, nitel veriler üzerinde içerik analizi tekniği kullanılmıştır.

Araştırmanın nicel sonuçları, araştırmaya katılan İngilizce öğretmenlerinin genel olarak düşük mesleki kaygı düzeyine sahip olduğunu göstermiştir. Demografik değişkenlere gelince, cinsiyet ve mezun olunan program türünün mesleki kaygılar açısından önemli bir fark yaratmadığı ortaya çıkarken, öğretmenlerin mesleki deneyimleri ve çalıştıkları sınıf düzeyi ile bu öğretmenlerin mesleki kaygıları arasında anlamlı bir fark olduğu görülmüştür. Katılan İngilizce öğretmenlerinin mesleki tecrübeleri arttıkça, mesleki kaygılarının azaldığı ve ilkökul seviyesinde çalışan İngilizce öğretmenlerinin diğerlerinden daha yüksek mesleki kaygı düzeyine sahip olduğu görülmektedir. Ek olarak, korelasyon analizleri, İngilizce öğretmenlerinin mesleki kaygıları ve kişilik özellikleri arasında önemli bir ilişki olduğunu ortaya koymuştur. Özellikle Duygusal Dengelilik/Dengesizlik, Dışadönüklük ve Sorumluluk kişilik tipleri ile mesleki kaygılar arasında negatif yönde anlamlı bir ilişki görülmektedir. Çalışmanın nitel sonuçları, katılan İngilizce öğretmenlerinin nispeten daha yüksek mesleki kaygıları olduğunu göstermiştir. Katılımcı öğretmenlerin belirttikleri kaygılar, (1) öğrenci, (2) aile katılımı, (3) mesleki gelişim ve yeterlilik, (4) öğretimsel yetersizlikler, (5) ekonomik ve sosyal bağlamlar ve (6) yönetim hakkındaki endişeler olmak üzere altı tema altında toplanmıştır. Yapılan analizlerden sonra, kuramsal çerçeveye ışığında nitel ve nicel bulguların birbiriyle ve yapılan diğer ilgili araştırmalarla ilişkisi tartışılmıştır. Bu doğrultuda ilgililere araştırmanın etkileri, mevcut uygulamalara ve gelecek araştırmalara yönelik öneriler sunulmuştur.

Anahtar Kelimeler: Mesleki Kaygı, Öğretme Kaygıları, Kişilik Tipleri, İngilizce Öğretmenleri

ABSTRACT

An Analysis of the Relationship between Teaching Concerns and Personality Traits of In-Service EFL Teachers

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Teaching as an occupation is a multi-layered profession. To gain the best results and get the required satisfaction from teaching, one of the most important aspects needed to consider is teaching concerns of a teacher; as teachers have to deal with those concerns every day of their professional careers. Understanding teachers' perceptions and concerns is vital because they are one of the primary factors affecting teaching-learning processes. Different kinds of concerns related to teaching can arise in teachers as the world changes. These concerns can sometimes stem from a lack of expectations or from uncertainty, as well as from the level of teaching or difficulty attached to attaining the goals of educational processes. One of the most important factors that affect teaching concerns is personality which includes emotional, motivational and cognitive processes that affect how we behave and react. Therefore, this study aims at exploring four main issues: (1) the teaching concern levels of a group of EFL teachers working in schools of various levels (primary, secondary and higher education institutions), (2) the teachers' teaching concerns in terms of different variables (3) the relationship between these teachers' concerns and their personality traits, and finally (4) the participants' views on their own teaching concerns.

The research was designed in a convergent parallel design as it involves a combination of quantitative and qualitative research. A total of 200 EFL teachers working in primary, secondary, high schools and university preparatory classes in Denizli province of Turkey participated in the study and were asked to respond to Teaching Concerns Scale and 10 item Personality Scale in order to investigate their concerns of teaching in terms

of different variables and to examine the relationship between these concerns and their personality traits. In addition, interviews were conducted with 18 teachers who volunteered among these participating teachers in order to gather qualitative data for creating an in-depth understanding of the teaching concerns of EFL teachers. In accordance with the purpose of the study, some statistical analysis techniques were performed on the quantitative data and content analysis technique was used on the qualitative data.

Quantitative results of the study indicated that EFL teachers who participated in the study had a low level of teaching concerns in general. As for the demographic variables, gender and the graduated program type appeared not to create a significant difference while their professional experience and the school level they worked with seemed to have a significant difference for their teaching concerns. As the professional experience of the EFL teachers increased, their teaching concerns decreased and primary school EFL teachers seemed to have higher teaching concerns than the other groups of teachers. In addition, correlation analyses revealed a significant relationship between the EFL teachers' teaching concerns and their personality traits, and personality traits, especially Neuroticism / Emotional Stability, Extroversion, and Conscientiousness personality types seemed to have a significant negative relationship with the teaching concerns. Qualitative results of the study suggested relatively higher levels of teaching concerns from the participating EFL teachers. Their concerns were gathered under six themes: concerns about (1) students, (2) parental involvement, (3) professional development and competence, (4) instructional insufficiencies, (5) economic and social contexts and (6) management. After the analysis, the relationships between the qualitative and quantitative findings and the relationships between these findings and the ones obtained in relevant studies in the literature were discussed in the light of the theoretical framework. In this respect, the implications of the present study and suggestions for the current practices and future studies were presented.

Key Words: Teaching Concerns, Personality Traits, EFL Teachers

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Teaching requires a variety of skills and knowledge in order to become an effective teacher who thus can touch a wide range of learners with different needs and backgrounds. With this in mind, one can say that teaching as a profession is a multi-layered occupation. To gain the best results and get the required satisfaction from teaching, one of the most important aspects needed to consider is teaching concerns of a teacher; as teachers have to deal with those concerns every day of their professional careers.

Understanding teachers' perceptions and concerns is vital because they are one of the primary factors affecting teaching-learning process. Teachers are the ones who determine their students' needs, regulate learning environments and processes, know which methods and activities work best for students and implement those chosen methods and activities. Teachers' approach and methodology change everything in teaching-learning process. Their practice and implementations determine if there is a learner-centered or teacher-centered education, or if the course is language-focused or performance-focused. Moreover, teachers have a crucial role in influencing students' personality constructions and ways of thinking. Considering the fact that each student spends a large proportion of his/her life with educators, this influence seems to be inevitable. This situation increases the responsibilities of teachers and introduces new missions to them.

Different kinds of concerns related to teaching can arise in teachers as the world changes. These concerns can sometimes stem from a lack of expectations or from uncertainty, as well as from the level of teaching or difficulty attached to attaining the goals of educational processes. The source of concerns in teachers is linked to the profession they have been doing. Fuller (1969) classifies teachers' concerns in three groups: student-centered, task-centered, and self-centered concerns. Students are the center of student-centered concerns. A student-centered concern-stricken teacher is more student-centered in his/her steps towards teaching; that is, this teacher is highly concerned with how to overcome the mental, emotional and social deficiencies of each student and makes various initiatives in this regard. Self-centered concerns arise from the individual.

A self-centered concern-stricken teacher is concerned with whether s/he will or will not be able to maintain his/her profession in a healthy manner, and therefore feels himself/herself under pressure. The basis of task-centered concerns is linked to individual's guidance. A teacher with a task-centered concern is prone to feel anxious about being a good mentor and as a result, s/he begins to explore the teaching methods, materials, and tools of self-renewal (Fuller, 1969).

Teaching concerns experienced by teachers is closely related to their degree of professional fulfillment. The conflict between the skills the teacher has and the task s/he does arises concerns. One of the most important factors that affects teaching concerns is personality which includes emotional, motivational and cognitive processes that affect how we behave and react.

Psychologists who study personality have not had a common view on how to define the concept of personality. While some define personality as a self-evident, immutable behavioral and intrinsic process, others base their concept of personality on biological grounds (Burger, 2006). Personality is like an authentic signature which shows that an individual is different from others. The teacher, who affects the quality of education and learning process, has his/her own signature for each individual s/he trains. Traces of teachers can also be seen in pupils trained with a successful personality. Therefore, the personality of the teacher has become one of the areas of research interests. When the related literature is examined, it can be argued that the personality theory most frequently studied in recent years is the Big-Five Personality Theory (McCrae & Costa, 1997).

The basis of the Big-Five Personality Theory is that the perceived different personality traits will be reflected in the discourses of various cultures in their daily lives, and that individual differences will be coded in different words. To put it briefly, the Five Factor Model consists of five sub-dimensions, which are Extraversion, Neuroticism/Emotional Stability, Agreeableness, Conscientiousness and Openness to Experience (McCrae & Costa, 1997). Extraversion is characterized by being vigorous, sociable, chatty, social and excited. Extravert individuals have more energy, positive affect, and positive event expectation than introverts and are more sensitive to prize (McCrae & Costa, 2003). Agreeableness includes features such as being compassionate, gentle, respectful, thin, flexible and safe. Costa and McCrea (1992) point out that the Agreeableness dimension includes features such as honesty, altruism, trust and obedience, humility and compassion. In the dimension of Conscientiousness, there are

features such as success struggle, competence, duty-based behavior, order, self-discipline and cautiousness. Neuroticism is represented by emotions and behaviors such as feeling anxious, nervous, insecure and constantly dealing with himself/herself. In the research conducted by McCrae & Costa (1998) for validation of the five-factor model, it was seen that people who had neurotic diagnosis got high scores on the dimension of Neuroticism. On the basis of Neuroticism, there are negative feelings such as anxiety, concern, depression, anger and distress, while Emotional Stability includes the opposite values and feelings such as stability, calmness, self-esteem and etc. Openness to Experience is defined by features such as being open, courageous, change-loving, curious, independent, liberal, analytical, broad and non-traditional. Individuals with this trait tend to actively imagine, be interested in aesthetics, be sensitive to emotions, prefer diversity, have intellectual curiosity and independent judgment (McCrae & Costa, 2003).

In a study conducted to develop a scale for measuring teachers' and prospective teachers' teaching concerns (Cabı & Yalçınalp, 2013), 152 prospective teachers were asked open-ended questions about their concerns related to their profession and as a result of content analysis, eight sub-dimensions of Occupational Concerns of teachers, which are Task centered concerns, Economic/Social centered concerns, Student/Communication centered concerns, Colleague/Parent centered concerns, Personal Development centered concerns, Assignment centered concerns, Adjustment centered concerns and School management centered concerns were found. Although there are several studies which have been conducted on the personality traits of teachers and the teaching concerns, these studies are mostly concentrated on the teacher candidates. Therefore, they do not provide substantial orientation to the teachers who are in the profession and have already been living those concerns. In addition, the studies investigating the relationship between teachers' personality traits and the teaching concerns they experience are scarce. Therefore, it is important to delve into in-service teachers' personality traits, their levels of teaching concerns, and the relationship between these features.

In this research, I aimed at exploring the personality traits and teaching concerns of a group of Turkish EFL teachers to see the relationship between the two features and to analyze the differentiation according to various variables. The analysis focused on an investigation of the relationship between personality traits and teaching concern levels of

this group of EFL teachers who had different demographic characteristics. The results obtained from this study are expected to contribute to the field.

1.2. Purpose of the Study and Research Questions

Basically, this study aims at exploring four main issues: (1) the teaching concern levels of a group of Turkish EFL teachers working in schools of various levels (primary, secondary and higher education institutions), (2) the teachers' teaching concerns in terms of different variables, (3) the relationship between these teachers' concerns and their personality traits, and finally (4) the participants' views on their own teaching concerns. In addition, qualitative data were obtained through semi-structured interviews, and these secondary data were used to interpret and discuss quantitative data. To this end, the following research questions were addressed in the study:

- 1) What is the teaching concerns level of EFL teachers participating in the study?
- 2) Does the teaching concerns level of these EFL teachers show a meaningful difference in terms of their professional experience?
- 3) Does the teaching concerns level of these EFL teachers show a meaningful difference in terms of their gender?
- 4) Does the teaching concerns level of these EFL teachers show a meaningful difference in terms of the graduated program type?
- 5) Does the teaching concerns level of these EFL teachers show a meaningful difference in terms of the school level they work with?
- 6) Does the teaching concerns level of these EFL teachers show a meaningful difference in terms of their age?
- 7) Is there a relationship between teaching concerns and personality traits of these EFL teachers? If so, what kind of relationship is there?
- 8) What are the participants' views on their own teaching concerns?

1.3. Assumptions and Limitations of the Study

Findings and implications of the study should be considered with its assumptions and limitations. First of all, it is assumed that the measuring instruments used in the research are valid and reliable. In addition, it is assumed that teachers participating in the research responded sincerely and objectively to the questionnaires and the interview questions. Secondly, this study invited a group of Turkish EFL teachers working in various public schools in Denizli. Therefore, the findings may not be generalized to other

EFL settings. Other representative samples may give disparate information about the concern levels of EFL teachers and teacher candidates as well as the relationship between teaching concerns and personal traits of teachers. Finally, the number of participants is limited to the EFL teachers working in various schools in Denizli. Thus, there may be inequalities in terms of the numbers of participants or different variables.

1.4. Definition of Terms

The definitions of the terms used in this study are as follows:

English as a Foreign Language (EFL) is used in educational environments where instruction in other subjects is not given in English normally (Celce-Murcia, 2001). As English is not the general communication tool outside the classroom in Turkey, it is taught as a foreign language.

Personality is defined as a form of interrelated relationship formed by the inner and outer periphery of the individual and distinguishing it from the others (Cüceloğlu, 2000).

Psychoticism is the personality dimension related to one's self-centered and impersonal behavior (Burger, 2006).

Neuroticism/Emotional Stability is a tendency to experience negative tendencies such as guilt, anger, sadness and fear. Highly neurotic individuals are anxious, insecure, introverted, tense while lowly neurotic individuals are comfortable, self-confident and persistent (Costa & McCrae, 1997). It is the personality dimension that shows the general emotional stability of the neurotic person (Burger, 2006).

Extraversion is another sub-dimension of personality. Highly extravert individuals are talkative, positive, social, energetic, cheerful, effective, self-confident and related to others whereas introvert individuals are defined as shy, quiet, calm, and prone to life in their inner worlds (Basım, Çetin & Tabak, 2009).

Concern is an unpleasant emotional state with uncertainty, fear, anxiety, distress, restlessness, loss of control, and the expectation that something bad will happen (Sapir & Aronson, 1990).

10 item Personality Scale is an instrument developed by Gosling et al. (2003). Consisting of 10 items, it measures five important personality traits: Extraversion, Neuroticism/Emotional Stability, Agreeableness, Conscientiousness and Openness to

Experience. In this scale, which is a seven-point Likert type, there are two items in each sub-dimension.

Occupational Concern Scale is an instrument developed by Cabı and Yalçınalp (2013) which measures teachers' and prospective teachers' concern levels in terms of various sub-dimensions such as Task centered concerns, Economic/Social centered concerns, Student/Communication centered concerns, Colleague/Parent centered concerns, Personal Development centered concerns, Assignment centered concerns, Adjustment centered concerns and School management centered concerns.



CHAPTER II

REVIEW OF LITERATURE

In this section, the concept of teaching and the general qualifications of teaching profession are given firstly. In addition, the concept of concern and its sub-dimensions that form the basis of this research study, the concept of personality and its subsections, and the link between teacher concerns and personality are reviewed. Moreover, relevant research in the field that can shed light on the present study has been examined.

2.1. The Concept of Teaching and Teacher

2.1.1. Definition of a Teacher

Education has begun with the generational passage of knowledge that humans have produced since the date of its existence on earth. This process has been maintained in the form of improvisation for many years without a certain plan, but in time some certain plans and curriculums have emerged. Therefore, there are many different definitions of education in literature. Some of these definitions are presented in the following statements:

According to J.J. Rousseau, education is a necessary condition to slowly lift away the isolation of the individual from the society and the child should develop by touching the realities and problems of life. The aim is to train people with the ability to reason and to learn what they want in the future (Lief & Rustin, 1980). Tezcan (1985) defined education as the sum of the processes that the individual has developed in his/her society, his/her attitudes and other forms of behavior in positive value. When we take these definitions into consideration, we understand that education is a process that helps the person to develop, preparing him/her for adult life, and providing him/her with the necessary knowledge, skills and behaviors.

The existence of the concept of education brought the concept of teacher, as well. According to the Basic Law of National Education, the concept of teacher, which is the most important element of education, defined as "The teaching profession is a specialist profession that takes the administrative tasks related to education, teaching and related subjects" (METK, 1973).

In the past, teacher training institutions which started from the point that the teacher's ultimate mission was to transfer information took the knowledge center in training to be given to teacher candidates. However, the progress that has taken place in the field of educational sciences has shown that the formation is important as well as the knowledge in teacher education, and that teachers must be multifaceted. All the concepts indirectly affecting education such as teachers' talents, needs, personality traits, mental conditions have come to the forefront, emphasizing that teachers need much more than the ability to transfer and impart provable knowledge to their students.

Teacher is the means of learning, an evaluator, an authoritarian guide, an advocate and a treasurer of middle class morality. The educator is a reliable person, a second parent, a student counselor, a colleague and a social participant (Balıcı, 1991). Teachers are the ones who facilitate and finalize education. They have the most strategic point compared to other people because of their chances of maintaining education according to the defined goals. Apart from the educational planning, teachers use their own educational philosophy in their lessons (Başaran, 1987).

2.1.2. General Qualifications of Teaching Profession

The most important factor affecting the level of development of countries is a good education. Due to the universality of education and training, teaching profession has serious responsibilities. As education and training differ according to countries and societies, the profession of teaching does not have strict rules and lines. It shapes itself according to the cultural and structural characteristics of societies. Teachers must possess sufficient knowledge and abilities in four main areas in the professional context; general knowledge, general ability, professional knowledge and field knowledge (Demirel, 1999).

In Turkey, teacher competencies have been determined and published by the 'Teacher Competencies Commission' established by Ministry of National Education (MEB) and different higher education experts. As a result of the examinations, the general culture and special field dimensions were determined from the areas of teacher competence and explanations were made about the method of implementation during teaching-learning processes. Teachers' pedagogical formation competencies are presented in detail as 206 sub-competencies in 14 main competencies. Consequently, the

main competence areas of teaching profession in teaching profession general qualification proposal of General Directorate of Teacher Training and Education are as follows:

- A) Personal and professional values - professional development
- B) Program and content knowledge
- C) Recognition of students
- D) Learning and teaching process
 - Planning learning and teaching processes
 - Applying learning and teaching processes
- E) Observation and evaluation of learning and development
- F) School, family and community relations;

In total, 6 main proficiency areas; 39 sub-competencies related to these areas and 244 performances were determined (MEB, 2006).

In addition to the main skills, when examined in general terms, there is a need for many important features for teachers such as understanding and being objective about students, taking into consideration students' desires and needs, investigating the issues related to education scientifically, considering individual differences, being open to modernity, and understanding and analyzing social changes (Çelikten, Sanal &Yeni, 2005). Having these features provides a teacher with certain qualifications such as being more efficient in the profession, more effective in class management, constantly open to development and change in education, and therefore having a constant need for self-development, being able to understand and adapt himself/herself to the social environment, all of which will keep him/her firmly on his/her way to becoming a 'good' teacher.

2.2. The Concept of Personality

2.2.1. Definition of Personality

The concept of personality has many definitions. Allport (1937) collected several personality definitions suggesting that it came from the concept of 'persona' in Latin and that they used hundreds of masks in the Roman theater reflecting the characteristics they represented (Yanbastı, 1990). Although the concept of personality has attracted attention for centuries as a part of human social life, scientific development began in the 1930s with the emergence of a distinct discipline of personality psychology from other social sciences (Yelboğa, 2006).

Personality is generally conceptualized as the characteristic behavioral patterns and thinking styles that determine the collective harmony of the individual. The characteristic term in the definition reflects the need for a certain consistency and continuity in behavior. In this context, it is expected that the reactions occurring in the individual against a certain warning will show regularity and determination. For example, there are people who do not get angry when they are provoked and protect their coolness while on the other hand, there are people who exaggerate reactions in the smallest case. Accordingly, behavior is the product of the interaction between personality traits and social, physical and psychological conditions of the environment (Allport, 1968).

Another definition describes personality as emotional, relational, empirical and motivational forms that explain behaviors in different situations (Mount, Barrick, Scullen & Rounds, 2005). Some of the views that focus on the nature of personality suggest that personality comes from inherent temperament, character and ability dimensions acquired later (Eroğlu, 2013). However, in terms of the views emphasizing the importance of situations, it is seen as a composition of what determines the uniqueness of the person against the world and of the cognition, emotions and habits that are put into action (Çetin & Basım, 2013).

Personality is generic with respect to individual differences. This, according to behavioral scientists, has an important place in the field of general psychology and differential psychology. In the life style of the individual, one's abilities, friendship, personal characteristics and mental orientation are also present (Laird, 1995). The attitudes and behaviors of each individual are different from each other. Although we all have common biological structures, our behaviors against events differ. Our thoughts, our feelings, our ways of approaching events in our world are different. These factors are called individual differences, and they are usually grouped under the concept of personality (Özkalp, 1994).

To speak of concepts that are used synonymously with personality, temperament comes first. Temperament or temperance describes the emotional balance states of persons. Rapidly angry, tempered, bored, cheerful, moving or not moving, etc. are characteristics of temperaments that vary according to the individual (Köknel, 1999). Character, which is another concept of personality, is the totality of person-specific behaviors and the value given by the person to the physical, emotional and mental

activity. The character is the skeleton of personality. Personality traits that a person has in a given time frame are related to the characteristic aspect (Zel, 2001).

Our feelings, our talents, our instincts, our temperament, our social, physical-psychomotor and cognitive properties, our character and values, our beliefs, our attitudes, our views and etc. are all the features that create our personality. Personality is a concept that covers all aspects of human behavior (Senemoğlu, 1997). As it is understood from the definitions, it is not possible to make a common definition about the concept of personality. Spreading over a very wide area, the correctness or falseness of the definitions made cannot be discussed further.

2.2.2. Major Features of Personality

Personality traits are common to all definitions, in various situations, and are considered internal causes. They include tips about social behavior and form a concept used by people to understand and define themselves and others. As in the other ideal categories, the differentiation of the terms of personality traits is a functional preoccupation for humans. Personality traits enable people to predict the present time, and explain and control their social behavior based on their past experiences. Nonetheless, the researchers of personality traits do not see humans as an entity that behaves in an unchanging form in all situations under the influence of his current entrants. How s/he behaves in a particular situation depends on the motivational variables that the situation reveals as well as the characteristics of the personality the person possesses (Somer, 1998, pp. 35-62).

The main features of personality can be listed as follows:

1. Personality has come to the fore of the whole of innate and later acquired tendencies.
2. Personality is the organization of these acquired tendencies. Thus, a structure is formed by tendencies.
3. There are a number of differences that distinguish each person's personality from each other.
4. Individuals show different attitudes and behaviors on different environmental conditions. This is the personality as a concept of social harmony.
5. When environmental conditions change very rapidly (such as marriage), some important events in our lives cause some changes in our personality.

6. Personality is a behavioral aspect and continuity characteristics of a person's attitude in a given situation or event.
7. Every person has an inborn character. Character is an important element of personality (Özçelik, 2005).

2.2.3. Basic Factors Forming Personality

Personality is a concept that reflects all the characteristics of the individual. It is a form of relationship that is distinctive, coherent and structured. Basic factors of personality distinguish one from the other individuals, and they are established by the individual's internal and external environment. Every factor that influences human behavior is a personality factor at the same time. In this respect, personality is a tool between abstract behavioral motives and concrete human behavior. Every behavior becomes a de facto behavior, passing through a certain personality filter (Eroğlu, 2013). Hence, it can be said that there are many variables that constitute personality. We can group the main factors that forge personality as follows:

2.2.3.1. Physiological-biological factors. There is a relationship between physiological structure and characteristics of persons, personality structures and behavioral orientations of persons. Some theorists who work on personality argue that there is a relationship between a person's gender, age, bodily structure and personality. Although gender and age-related behaviors are determined by the cultural structure, it is possible to establish a relationship between gender, age and personality. The behavior that individuals can or cannot do according to their gender will be effective in the formation of personality. Such harmony will also contribute to the emergence of personality traits. Another age-related approach states that as one gets older, knowledge and experience increase and behavior and ideas refresh themselves. It is natural to establish a relationship between the mental and bodily structure and personality that the individual possesses according to his or her age group.

The most leading factor that determines personality is hereditary properties. Inheritance is a trait that passes through the chromosomes of the mother and the father to the following generation, and is an important influence that shapes the whole life of the person (Köknel, 1995). Regarding this issue in twin studies, children who were raised in different families, in different conditions, were observed to show similarities with their

biological parents rather than the people they grew up with. This proves the role of genetics in formation of personality. The percentage of this role ranges from 15% to 50%.

In all personality theories, it is stated that body structure is the main factor. In Sheldon's classical theory, the definite link between body structure (endomorph, mesomorph and ectomorph) and specific personality therapy is an example. Although genetics is not known to be a very important factor in the formation of human beings, genetics is a field that has not yet been understood clearly enough. Many studies on animals have found that psychological and physiological characteristics are transmitted by genes. Studies on genetics, brain and bio-feedback have proven the influence of biological bases on personality (Uzunoğlu, 2006).

2.2.3.2. Socio-cultural factors. Every individual lives within a social structure and is influenced by the culture that makes up this social structure. The profession to acquire, the environment to live in, dreams, desires, attitudes and behaviors are shaped by the socio-cultural environment. In the formation of personality, socio-cultural factors are often in front of biological factors.

Personality is not determined only by hereditary factors. The personality structures of a person are formed more by the shape of the society than by the hereditary characteristics. Every individual is heavily influenced by his own culture. Some personality traits of individuals are often shaped by various elements of their own cultures without a choice and without objection. Human organism is in a very swinging and flexible nature with its body structure, and rationality has made it very prone to being conditioned and determined by the conditions it encounters (Baysal, 1987).

The socio-cultural environment is an important factor which, in essence, affects individuals in a way that their personality differences will come to fruition, but often leads to similar behavioral patterns. The integration of certain behavioral models ensures that most of the members of a culture have common personality traits, and in this point, we have to stress that concepts such as 'National Character' emerge (Eroğlu, 2013).

2.2.3.3. Family factors. The most important and environmental factor in the formation of personality is family. Family is the first social group people normally meet. In this respect, it is the family environment in which individuals begin to learn social values first. Therefore, parents are the first sources and models of socialization.

Children learn both social values and attitudes as well as specific behaviors by taking parents as models. In the formation of personality, the effects of family and home environment in which a person is born and raised are multifaceted. While parents raise their children, whether they are aware or not, children learn many personality traits, moral and cultural standards by imitating their parents (Zel, 2001).

The relationship of the individual with the members of the family and the family environment have a very important role in the formation of personality. For instance, it has been found that when the mother and father have a democratic structure, it allows the child to grow up more easily, gain objectivity, act rationally and become more active and establish social relations easily over time. It has also been determined that parents are also the factors in shaping the mental structure of the child. As family members transfer their experiences in various ways to the child, family upbringing is also a determining factor in the formation of personality. It is stated that sisters and brothers are also influential in personality formation of one (Özkalp, 1994).

A child's first teacher is usually his/her parents. Parental reactions help to determine the various habits, goals and values by reinforcing some behaviors or discouraging some others. The techniques that a child uses to adjust his or her relationship with his or her parents are also seen in relationships outside the family. Children learn sex-typing, that is, they develop sex-appropriate interests and behaviors in their families. Parents can raise awareness of their children towards this tendency of sexual division consciously or unconsciously. This leads to the emergence of personality divisions between boys and girls (Morgan, 1995).

2.2.3.4. Social structure-social class factors. Cultural structure generally reveals the generalizability of personality. However, since there are different social groups and sub-cultures within a certain cultural structure, these sub-cultural characteristics should be considered to lead to separate personality types. In this case, it would be correct to point out that both the cultural determinants inform about the general behavioral patterns and also the social class determinants influence people. The social group to which some characteristics of the individual are connected can also be predicted without knowing it, but some features become meaningful only if the social class to which s/he belongs is known.

Within a given social structure, it cannot be said that each individual has a similar chance in terms of educational and developmental factors. This difference is an important factor in producing personality differences. Likewise, the degree of commitment to social groups with which individuals are affiliated is another important factor in shaping their personality (Özkalp & Kirel, 2007)

2.2.3.5. Contingency factors. Socialization process is closely related to the contingency factor. Culture and family are very important in the process of socialization, yet contingency is more important than those. There are innumerable combinations of human behaviors and contingency, and it is not possible to predict exactly the type of the behavior an individual will exhibit, even if we look only at the development in his/her past (Eroğlu, 2013).

2.2.3.6. Geographical and physical factors. It is also possible to state that the physical conditions of climate, nature and the living region play an important role in the formation of personality. Even though it has a more indirect effect, the location of the societies, namely the latitude and the supply situation and the ascension from the sea (altitude) influences people's personality structure. For example, in temperate climate countries, seasons change very often. Accordingly, needs, duties, and types of activities of people change. The change of seasons causes people to change in many features and behaviors. As a result, the geographical and physical space influences the personality traits of people through community culture (Eroğlu, 2013).

2.2.3.7. Other factors. Apart from those factors above, which play a crucial role in the formation of personality, there are many known-unknown, observable-unobservable and measurable-non-measurable factors with affect personality. In this regard, mass media, books, magazines, that is, media in general are increasingly important. Additionally, adults and elderly people also have an influence on the formation of personality. People can take some of the adults in their immediate surroundings as their models when determining their ideals, tendencies, future designs, plans or other forms of behavior. Apart from these factors, the role or task of the individual in relation to his field of activity is also influential in the formation of personality. This occurs only when the individual reaches a certain age and actively takes on a task (Eren, 2004).

When personality is examined from the point of view of these properties, it comes out as the completion of the process of an influence (serialization), in other words, 'self-

integration'. It is a system created by all of the features that reveal the properties of the individual. Based on the features that an individual has, s/he reveals items that distinguish himself/herself from others. Talking about personality is to indicate that each person is one and only (Eren, 2004).

2.2.4. Types of Personality

The aim of many theorists and researchers interested in personality is to identify specific characteristics of individuals and to group them in specific patterns so that they will be appropriate for these characteristics. However, this grouping is only theoretical. In other words, personality patterns have been formed in order to make it easier for scientists to analyze and explain the behavior of individuals.

One of the earliest personality theories was created by Hippocrates in the 5th century BC. Taking into consideration the physical structure, he suggested that the body had 4 basic secretions and divided the personality types into 4 groups as follows:

- Choleric temperament (yellow bile from the liver)
- Melancholic temperament (black bile from the kidneys)
- Sanguine temperament (red blood from the heart)
- Phlegmatic temperament (white phlegm from the lungs) (Zimbardo & Gerrig, 2012)

When it comes to modern times, Sheldon (1942) formed three classes by associating physiology with temperament: endomorphic (fat, soft and round), mesomorphic (muscular, sharp and strong), and ectomorphic (weak, long and delicate). Sheldon suggests that endomorphic people are calm, fond and social, that mesomorphic people are energy-filled, brave, self-centered people, and that ectomorphic people are intelligent, artiness and introverted. However, it is seen that Hippocrates and Sheldon's theories do little to predict the behavior of the individual (Zimbardo & Gerrig, 2012).

In the late 1960s, 'A type' and 'B type' personality forms revealed by Freidman and Rosenman in relation to the concept of stress also received wide acceptance today. Those with A-type personality move fast, eat fast, talk fast and are impatient. People with B-type personality do not rush, they are patient, they do not praise themselves, they play to have fun, not to win, they do not bother themselves, they are comfortable, they do not like to do limited time work or hurry. Personality type is also classified as inward and outward. According to Link, the selfish (inward) human is the one who accumulates

energy and is disturbed by this excess. However, the outward human energy is abundantly consumed in many ways, and therefore less energy remained prevents feeling dissatisfaction (Zel, 2001).

According to Holland, there is a linear relationship between work and personality. The first step in planning the future of the individual is to learn about the person's interests, values, attitudes and skills. Naturally, people want to go for the things they are interested in (as cited in Dessler, 1988). According to Holland's theory (1973), individuals may be oriented to different professional interests according to their personality traits. From this point on, Holland talks about six different personality types and occupational tendencies: realistic, researcher, artistic, social, entrepreneurial, and traditional. Holland suggests that each occupation suits one of the above six personality features.

2.2.5. Personality Theories

Although there have been so many studies on personality that has a really complex structure, a consensus has not yet to be reached. Some of the advanced theories are formed by the formation of personality and some by the form of appearance of person (Zel, 2001).

Personality theories are involved in the history of general psychology. We see that theories of personality originally developed with clinical observations and the effects of first Charcot, Janet, and then Freud, Jung and McDougal. Another influential channel was the Gestalt approaches and 'whole' views that began with William Stern. Experimental psychology, learning theories and controlled empirical research, meanwhile, have influenced the development of personality theories in the field. The measurement and evaluation of psychometrics as well as human behavior and the identification of individual differences have influenced the development of personality theories. Measurement, evaluation and identification of individual differences in psychometry and human behavior have created another dimension of influence in the development of personality theories. Apart from these, there are many more domains. For example; genetics, social anthropology, sociology and economics have both influenced and contributed to contemporary personality theories (Yanbastı, 1990).

2.2.5.1. Sigmund Freud's psychoanalytic theory. According to Freud (1925), the personality of a person and the greatest impoverishment of the person is love. Human beings are acting with rather unconscious forces than conscious behaviors. S/he is often unable to come to the root of these unconscious behaviors. However, if human

unconscious behavior is analyzed in depth (psychoanalysis), there is a search for love. The lack of love that an individual cannot satisfy for any reason pushes him to depression and abnormal behaviors (as cited in Eren, 2004).

According to the theory developed by Freud, personality consists of three main systems: id, ego, and superego. Behavior is the product of the interaction of these three systems (Çemberci, 2003).

Id is the basic system of personality. Ego and superego develop by differentiation from it. Id is all inherent in psychological potentialities, including inherited instincts. Id, a source of spiritual energy, also provides the power necessary for the operation of the other two systems. It takes energy from bodily processes. According to Freud, id refers to real spiritual being because id is a world of subjective life independent of objective facts. The place where human tendencies and beliefs of love are gathered is the part called the lower self or the primitive self. In the meantime, if the person was left to himself/herself or was free, he would be in a behavior that would satisfy all his guiding principles. Here, the individual has no pressure and influence, and the nature of his wills and desires is simply the biological tendencies (Eren, 2004).

The primitive self (id) originates before the other two subsystems and leads to their birth. Libido is a power source that brings rejuvenation to the personality and is attached to the primitive self. This source of power becomes a tool for the bodily pleasures of primitive self and becomes an unconscious internal motive. This instinct is divided into two main divisions. In the first main section, there are instincts that lead the individual to search for certain things (i.e., hunger, thirst, searching for sexual satisfaction etc.), and in the second main section, there are instincts that lead to quarrels and destructiveness. The wishes of the primitive ego do not listen to the rules, they are blind and want to be satisfied immediately. The only thing primitive self looks for is liking and pleasure (Bacanlı, 1997).

Ego is the executive body of a person. It deals with the integration of the external world (superego) with the requests of Id. Ego tries to delay the requests of Id when necessary, to choose pleasant experiences, and to stay away from unpleasant experiences. Ego is a rational, logical personality section and a decision organ of personality in a sense (Bacanlı, 1997).

This part of the person whom we give the name of the self and emerges in the direction of social traditions and laws, adapts human society and helps its activities to appear socially acceptable. At that moment, Ego is a personality that keeps the primitive self in control and makes society feel reasonable and acceptable instincts and love. Certainly, the unsatisfied soul is hidden in primitive self as a form of oppression because it is not welcomed by the society or because the person cannot find a suitable love for him when he seeks. These sometimes appear in the form of instincts that cannot be broken without the awareness of the individual, and they are characterized as strange or abnormal in society (Eren, 2004).

Superego contains good qualities that people earn from their most noble thoughts, from their elders, from their teachers, from the cultural environment in which they live and relate. In other words, it is a representative of the moral standards of the society. Depending on this situation, superego occurs over time rather than immediately. Superego takes control of human behavior, thoughts, tendencies and emotions after it has occurred. Id, which is in constant struggle with superego, shows what the individual wants to do. Superego is the determinant of what the individual should do in society. Individuals need an ego as to be a balancer as they cannot be under constant mental conflict in everyday life (Zel, 2001).

Freud gives the name of superego that constitutes the source of the ‘right’ and ‘wrong’ decisions that society believes in. A large part of superego is also subconscious. The ‘conscience’ of a society takes place in the superego of the individuals of that society, and superego constantly filters out the behavior of the individual. Ego is a kind of mediator between id and superego. He tries to please both id and wants to get rid of being scolded by superego (Cüceloğlu, 1998). In keeping with Freud's views, the control of these three dimensions of personality must be in the hands of ego for a healthy personality structure. I need to remind that if superego and id act outside the reality principle, the domination of any one of these two systems in personality development will mean that the intellectual, affective and behavioral actions of the individual are also far from reality. For a healthy person to develop, these three dimensions must be ‘as far away from each other as possible’ and ‘balanced’.

Freud divides instincts into two: life instincts and death instincts, which are concealed in the lower self and guide the person. Life intuition is the act of hunger and thirst quenching that leads people to nutrition and sex behavior. According to the idea,

even though hunger and thirst are easily satisfied without being subject to any restrictions, the sex instinct is not satisfied frequently enough due to social prohibitions and these affect all behaviors as lower-self pressures. Psychoanalytical considerations are among the important claims to think that treatments can be implemented by revealing subconscious love and sex deficits that disrupt an individual's behavior (Eren, 2004).

According to Freud, a newborn baby develops his personality through various stages. They are called psychosexual stages (Gençtan, 1992). Psychosexual stages are defined by the name of the particular organ of the body. The child is in the oral stage from birth to two years of age. Suction and eating in this period are the most dominant behaviors children enjoy. From two to four years of age, the child starts enjoying anal stimulation; for that reason, this stage is called anal phase. The child enters the phallic stage when s/he is about four years old. In this period, s/he enjoys touching the sexual organ. After the phallic stage, an implicit phase comes which lasts from 5 to 12 or to 13 years of age. In this period, child's sexual impulse is hidden. Children dislike sex-related issues and give themselves more to play. Together with puberty, the genital stage starts to show itself. The individual has begun to notice that there is a connection between the sexual organs and their emotions. It is during this period that romantic relations are born between opposite sexes. Individuals normally pass each stage in the order given. But for reasons specific to individuals, some are stuck in one of these stages. When that happens, the individual is connected to the body activities s/he likes at a certain stage, and this type of enjoyment dominates the others. The individual's libido or life energy is stuck in that phase. This leads to the prevention of individual from living a more satisfying life (Cüceloğlu, 2000).

2.2.5.2. Carl Jung's analytic personality theory. Jung, a Swiss psychiatrist, was actually Freud's student in Vienna and influenced by Freud. Although he was described by Freud as the crown of psychoanalysis, he distinguished himself from Freud by creating his own theory. Jung has brought a different perspective to personality and explained the concept of personality by finding answers to questions such as the parts that make up the personality structure, how personality is formed, how personality changes during life, and energy sources that give personality efficiency.

According to Jung, the important parts of a person are the unconscious and the ego as Freud said. However, the thinker contradicted the racial unconscious concept that continues for generations through inheritance and genes, which bear the characteristics

of races and cover all human history. Jung claimed that personality consists of a series of systems interacting with each other and functioning at three levels of conscious, personal unconscious, and collective unconscious. Conscious and unconscious are structures that are different but complement each other and make spiritual (psychic) (Köknel, 1999).

Jung identified four basic personality types and suggested there are four main functions of the person: sensation, feeling, thinking, and intuition (Yanbasti, 1990). 'Thinkers' are defined as individuals who make decisions by using their thoughts, 'Feelers' are defined as individuals who act with emotions, 'Sensors' are individuals who use five sense organs very well, and 'Intuitionists' are individuals who use intuitions. Moreover, according to Jung, one's behavior is influenced by the past, but it is done for the future so human beings act in the way that they want to be in the future. In this case, one has a personality that can determine his own future (Eren, 2004).

In Jung's personality theory, racial and hereditary factors which he defined as collective consciousness, archetypes and subconscious are important as central thoughts in the development of personality. According to Jung, subconscious is divided into two as individual and collective (racial) subconscious. The personal subconscious is formed by the accumulation of the individual's own impulses and thoughts. The collective subconscious is the tendencies of emotion and thought based on instinctual impulses, primitive fears, racial experiences and beliefs (Coleman, 1994). From this point of view, it can be said that along with psychology, his thoughts also influenced his managerial philosophy and organizational thinking.

Jung was the first to use the concepts of 'introvert' and 'extravert'. Introverted people's thoughts and concerns are toward their inner world; they rarely get together with other people. On the other hand, extroverts always want to be with others and never want to be alone. Jung has argued that one must keep these two sides in balance in order to be able to live an effective life. According to him, personality problems arise from the existing imbalance between introversion and extroversion (Cüceloğlu, 1998).

2.2.5.3. Alfred Adler's individual psychology theory. Adler was born in Vienna in 1870 and completed his medical studies at the University of Vienna. Initially he was included in the psychoanalysis ecile developed by Freud, and then he developed the 'Individual Psychology' theory, especially by rejecting the libido theory and Oedipus complex. Freud's understanding of psychology is based on sexuality and biological origin.

According to Adler's theory, personality develops as a product of attitudes towards self, other people and collectivity. In addition, the basic motive behind human behavior is the instinct of superiority and sovereignty, and the motivations of power and prestige (Lawrence, 1992).

Adler emphasized that human behavior develops in a social structure, starting from the first day of life. Relationships developed by the child in relation to the persons in the social environment together with parents and other family members determine the way of later life. Typical behavioral patterns of the individual are under the intense influence of life style, usually occurring between the ages of 4 and 5. Adler emphasized that the first few years of our lives are extremely important in the formation of adult personality and in this process the effect of parents is highly visible. In the later years of the child, he identified two types of parental behavior that would cause personality problems. The first type is the ones who give great care to their children and provide extreme protection; the second type is the ones who neglect their children (Eysenck, 1993). Adler also emphasized the importance of birth order in the development of personality. He stated that the firstborn children were over-attracted by their parents and were pampered for this reason. However, this pampering comes to an end when the second baby arrives. Now the parent's interest has to be shared with the new baby. As a result, the firstborn child develops a sense of inferiority. Adler suggested that problematic children, neuroses, criminals, drunks and sexual perversions were more likely to come from the first child of the family (Burger, 2006).

2.2.5.4. Erick Erickson's theory of personality. Erikson's personality approach is called self-psychology. According to Erikson, one's first function is to create and maintain a sense of identity. Erikson defined it as a complex inner state, including feelings of identity, individuality and uniqueness, as well as feelings of continuity with the past and the future. Erikson is the creator of the very often and misused concept of identity crisis. Erikson used this concept to mean confusion and helplessness when one does not have a strong sense of identity (Oktay, 2007).

Erikson's developmental theory emphasized the independence of self and the importance of culture in the formation of personality. According to him, personality is constantly changing throughout life. An individual passes through many stages throughout his/her life. These stages in which people go through in their lives are explained as follows:

Table 2.1. *Erikson's Stages of Development (Erikson, 1994 p. 56)*

2.2.5.5. Gordon Allport's personality theory. Allport stated that personality is the power behind the behaviors existing and present in the individual and defined personality as the dynamic organization of the psychophysical systems that determine an individual's own thinking and behavior. This definition includes almost all of the concepts of hierarchical, complementary, harmonious and classifying dynamism of personality of contemporary psychology. Dynamic organization is a function that is constantly changing

Erikson's Stage Theory in its Final Version			
Age	Conflict	Resolution or 'Virtue'	Culmination in old age
Infancy (0-1 year)	Basic trust vs. mistrust	Hope	Appreciation of interdependence and relatedness
Early childhood (1-3 years)	Autonomy vs. shame	Will	Acceptance of the cycle of life, from integration to disintegration
Play age (3-6 years)	Initiative vs. guilt	Purpose	Humor; empathy; resilience
School age (6-12 years)	Industry vs. Inferiority	Competence	Humility; acceptance of the course of one's life and unfilled hopes
Adolescence (12-19 years)	Identity vs. Confusion	Fidelity	Sense of complexity of life; merging of sensory, logical and aesthetic perception
Early Adulthood (20-25 years)	Intimacy vs. isolation	Love	Sense of the complexity of relationships; value of tenderness and loving freely
Adulthood (26-64 years)	Generativity vs. stagnation	Care	Caritas, caring for others, and agape, empathy and concern
Old age (65-death)	Integrity vs. despair	Wisdom	Existential identity; a sense of integrity strong enough to withstand physical disintegration

and evolving, especially through adaptation. Psychophysiological systems include habits, special and general attitudes and other psychophysiological systems. Allport, who named the psychophysiological trends *tray*, has brought this concept to the ground of his theory. Decision-making, on the other hand, emphasizes the direction that your personality makes and reveals. The systems that make up personality also determine their behavior. Being special is a concept that has been underlined many times by Allport. Every individual develops a unique personality system. Personality over time is a qualitative trait according to the orientation and is a way of survival according to him (Burger, 2006).

Allport (1968) notes that there are about 18000 descriptive attributes of people's behavior, perception and feelings. According to Allport, in addition to the common

features that make up the personality, there are also unique features. Allport calls these personal traits as distinctive features. His emphasis on unique features and its condensation in this matter indicates that his theory separates from the traditional 'common feature' line. He focuses on the complexity and unique features of human beings (Güney, 2008).

Allport has developed concepts such as distinctive features, basic differential features, functional autonomy, and self, and has put a very important place in the history of personality psychology. What he emphasized was that personality also changes while growing as everything else (Theory of Personality).

2.2.5.6. Erich Fromm's humanistic psychoanalysis theory. Fromm (1976) argued that, while talking about the effect of socialization and acculturation in the formation of personality, the character depends on their adoption, and the concept of concern is formed by fear of the individual being alone. According to Fromm, as human beings provide historical and personal development, they experience an exacerbating sense of separation and loneliness. This event leads to concern, and what will distract him from this concern is defense or harmony patterns such as love, sovereignty, destruction, submission, and robotization (Geçtan, 1991).

This theory, developed by Erich Fromm, attaches great importance to the cultural influence experienced in the development of the person. According to Fromm, a philosopher who was influenced by Freud, one must observe people's surroundings well in order to recognize and understand personality. But if this observation is limited to the family circle, it will be inadequate. The whole society, the nature of society, and culture must be the subjects of a study (Fromm, 1992). Personality develops in line with the possibilities that the culture gives to the individual. According to Fromm, both the bad tendencies of an individuals and their good tendencies are not indispensable from the natural structure of individual, but the result of the sociality creates the individual. People's passions and concerns are products of culture and he argued that there can be no individualization (Geçtan, 1991).

2.2.5.7. Jullian B. Rotter's theory of personality. To explain the personality of the person, Rotter has used concepts such as behavioral potential, expectation and reinforcement values (Burger, 2006). An individual makes a certain behavior because he expects a result from that behavior, and there is a value for the individual that he or she

will obtain from this behavior. In a particular case, if one of the expectations or the value is too low, the behavior does not occur. For example, if a child knows she will be given candy when she tidies her room, she tidies her room when she wants to get the candy. If the child does not want the candy, then she will not tidy the room. However, if a child wants the candy, but knows that even if she tidies the room, she does not expect to get the candy, she will not tidy the room. The Rotter thus defines the behavior of the person as two basic factors: (1) expectation and (2) the value of the result obtained from a behavior (Cüceloğlu, 2000).

Rotter has linked the formation of personality to some psychological bases, especially the belief system and saw the system of beliefs as a special slice of personality measurement at the same time as the personality formation.

2.2.5.8. Harry Stack Sullivan and the theory of interpersonal relations.

According to Sullivan's interpersonal relationship theory, personality is a permanent interaction pattern created by personal situations that customize human life. It is not possible for a person's personality to emerge without establishing a contact with other people. A person is the product of the interaction he or she has with other people, from birth to death. One develops confidence or concern during this interaction. The confidence or concern developed in the previous phase is also reflected in the next stage so personality development can be defined as an ongoing process. Sensitivity and harmony in interpersonal relationships cause the formation of human personality (Başaran, 2008).

Sullivan argued that personality is a hypothetical concept and that it cannot be examined separately from interpersonal relations. The structural organization of the personality is the product of interrelationships rather than the perceptions of organism. Personality occurs only when a person is in contact with one or more people. Perception, remembering, thinking, imagining and all other processes involve an individual's relationships (Miller & Shelly, 2007).

The driven power for individuals is the need to provide personal security. It is the relationships established with others that are most effective in the formation of personality. People relate to other people from birth to death and these relationships create a person's personality. The baby is in contact with his/her mother first. Then the father

joins the relationship. This situation resumes with friends, relatives and opposite-sex people, respectively.

2.2.5.9. Karen Horney's theory of personality. Horney's personality theory, like Jung and Adler, is an approach made up of ideas that are put under the influence of the psychoanalytic theory. However, Horney has benefited from important resolutions about social relations when setting her views and thoughts about personality. According to the idea, the basic element of your personality is concern and fear. Every individual has many activities to try and overcome the worries and anxieties that arise from various sources. The various patterns of behavior and tactics used to deal with sources of concern and fear can lead to the liberation of the individual from the nervous tension, even if a particular solution has not been made. Although Horney identified 10 behavioral alternatives that individuals may apply to cope with concern and fear, three of them are particularly important in terms of identifying the types of personality in the social system.

- a) Sympathetic - Extrovert: Developing a personality by approaching people and endeavoring to eliminate concern and fear by feeling affection and affinity.
- b) Antipathic - Introvert: Developing a personality in the form of striving to stay away from people, not to interfere with them, and act alone to get rid of concern and fear.
- c) Aggressive - Furious: Developing a personality created by the efforts of people to resist, to fight, to show that they are strong and invincible by arguing and fighting to get rid of concern and fear.

According to Horney, behavioral tactic preferences that benefit from coping with various anxieties and fears that surround human life are closely related to which personality traits are predisposed (Eren, 2004).

2.2.5.10. Albert Bandura's social-cognitive theory. Albert Bandura does not object to the concepts of classical and operant conditioning but argues that human learning is in a social setting and that the most important learning experiences of children are made by observing the behavior of others. Bandura refers to this kind of learning as 'Learning by Observation'. According to this constitution, people learn through rewards and punishments as in the traditional behavioral model, but at the same time learn the effects of punishment and reward on other people with careful observation (Arkonaç, 1993).

Bandura, who suggests that behavior is determined both by internal and external factors, has called this principle 'mutual determinism'. According to this principle, human behavior is the result of the interaction of three variables, environment, behavior and person. According to Bandura, personal variables such as beliefs, thoughts, anticipations, individual behavior and environment influence each other mutually. Refusing the idea that behavior is determined by the environment, this view considers environment, behavior and individual as factors that are constantly interacting and can lead to mutual changes. For this reason, behavior can be influential in the formation of environment, and environment can be so on behavior. Likewise, the environment may change individual characteristics or individual characteristics may change the environment.

2.2.5.11. Abraham Maslow's self-realization theory. Maslow built his theory on the concept of self-realization based on the idea that it is a process an individual undergoes through life time where s/he follows a path called growth motivation that allowed him/her to self-actualize and realize his/her true potential as s/he grows older and mature. From this point, Maslow stated that in this process s/he plays an important role in orderly hierarchical needs, environmental relations and harmony (Yanbasti, 1990).

Maslow's hierarchy of needs consists of psychological needs, security needs, the need for love and being couples, the need for respectability and the need for self-realization. It is not possible to pass of these steps to another without satisfaction. This theory carries freedom, rationality, integrality, changeability, subjectivity, proactivity, obscurity, and heterotaxia from the basic assumptions of personality theories (Hjelle & Ziegler, 1982).

What distinguishes people from one another in terms of perception is their emotions and interpretations according to their emotional and intellectual frameworks. The needs and motivations of human beings lead to behavior. According to Maslow, an individual is an organized whole. Maslow made an order of human needs with a needs pyramid that guides person's perceptions, how s/he finds a way of satisfaction, and the points that a person may have after this pleasure. In this order, the bottom line receives the biological needs that are essential for the body's life. As these basic needs are satisfied, they can act in order to satisfy the psychological needs that are at a higher level (Kasatura, 1998).

Self-actualization lasts only a moment for most people, but some people can live that longer. Maslow stated that some important leaders in the history were self-actualized

people, and in the research that they conducted on university students, it was seen that there were very few self-actualized people (Cüceloğlu, 1998).

2.2.5.12. Hans Eysenck's theory of personality. Eysenck was the first one explaining the personality in hierarchical terms in the 1950s. The basis of Eysenck's theory is the ordering of the factors that make up personality or the existence of a certain hierarchy. Eysenck noted that the purpose of psychology is behavioral prediction and that factor analysis should be used in examining personality. Eysenck's personality theory has a strong psychometric and biological basis. Eysenck believed that complex psychometric techniques are necessary to examine and measure the structure of the human personality, but that they are not sufficient for themselves. Eysenck has established that the personality components obtained by the factor analysis technique will remain vicious and meaningless unless the biological basis is revealed. Eysenck suggested that basic personality dimensions were inherited and biologically determined, and environmental factors in personality development were not very important (Güney, 2011).

Eysenck developed his theory by explaining personality in a hierarchical way. The theory is based on the principle that the ordering of the factors forming personality is in a hierarchical order. Eysenck first examines personality at four levels. The First Level is the lowest level of personality and contains very specific reactions. Indication of biologically specific responses to specific stimuli is related to this level of inherent trait of an individual according to hereditary traits. The Second Level is the habit of acquiring from the environment the individual is experiencing, some knowledge and experience, and similar behavior in similar situations. At this level, individual behavior and structure gain continuity. The Third Level is the level of trends. It is the stage in which the individual acquires certain tendencies among many conventional behaviors. At this level, trends such as continuity, invariability, individual imbalance, accuracy, variability and excitability emerge. The Fourth Level is the type phase. Therefore, at this stage certain types occur. According to Eysenck, dominant factors at each level are influential in the formation of the types (Güney, 2011).

In addition, Eysenck noted that all features can be addressed in three basic personality dimensions. These three dimensions are introversion-extroversion, neuroticism and psychoticism. The variance of those three-dimensions is due to 75% of inheritance and 25% of environmental.

2.2.5.13. Cattell's factor theory. Cattell has adopted an inductive method based on experimental research methods, rather than a deductive approach. Cattell has spent many years researching how many basic personality features exist. Personality did not start with a clinical or insightful approach to review studies and Cattell has not developed concepts related to human beings (Burger, 2006).

The main concept that has emerged in the development of personality is the distinctive features. Cattell examined the structure of the personality by examining Allport's nearly 5,000 features by factor analysis and found that 16 fundamental features of personality appeared to be universal. Psychologists have identified larger numbers of features, but some of these features are very similar. For example, the concept of being social is not very different from being extrovert. Therefore, it is very difficult to predict the behavior of a person based only on the personality traits. The emotional state and social roles of the person should also be considered.

Cattell argued that the person's behavior, personality traits and mood change according to the situation. Cattell, who conducted a statistical study to determine the influence of inheritance and the environment on the personality development, tried to determine not only the heritability but also the characteristics of what personality is inherited and how much it is affected by the environment. Cattell found that genetic and environmental influences constitute different personality traits and showed in general that two thirds of personality is determined by environmental factors and one third by genetic factors (Burger, 2006).

2.2.6. Five Factor Personality Model

After all these personality theories as put forward by famous psychologists and scholars are reviewed, we can continue with personality traits. In general, the Five Factor Personality Theory has taken on a restorative role by organizing these different views that have emerged in the existing literature on personality. The Five Factor model gives five basic dimensions of personality and the specific personality attributes they contain in a hierarchical order. The basic assumption underlying the Five Factor Model is that individual differences shown by humans would be coded in all languages in the world, spoken into words, and that a classification can be made to cover the personality structure of individuals by those words. Different languages include terms that describe the same types of human qualities (Sevi, 2009). In research on personality, many psychologists

believe that the basic structure of an individual's personality is this Big Five Factor. These dimensions are:

- ✓ Extraversion,
- ✓ Neuroticism/Emotional Stability,
- ✓ Agreeableness,
- ✓ Conscientiousness
- ✓ Openness to Experience

The explanation of personality in five dimensions, which began in the 1960s, gained momentum in the 1980s and 1990s. Towards the end of the 1980s, personality psychologists reached a general agreement on the five strong factors of the 'Five Factor Model' (Taggar, Hackett & Saha, 1999), which could provide a meaningful and useful classification for the organization of complex findings in the personality literature.

The Five Factor Personality Theory seems to combine different views at one point. Studies show that personality studies can be compiled into five factors. These factors have been confirmed in many studies as Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness to Experience. The 16PF Five Factor Personality Trends Report is based on the theory of 'Five Factor Model' originally referred to as 'Big Five' in psychology. This theory was worked on in the 1960s by Raymond Cattell, the founder of the Institute of Behavioral Sciences, and Cattell is considered by many to be the leading representative of this theory. Cattell's findings are based on an analysis of 16 basic personality traits. Cattell and Goldberg studied 16 basic personality traits through a factor analysis and found that some of these factors resulted in some general personality categorizations. Apart from NEO-PI-R developed by Cost and McCrae (1987) and the Five Factor Personality Inventory developed by Somer et al. (2000), there are non-pathological personality tests that can measure personality structures of individuals (Bacanli, İlhan & Aslan, 2009).

The dimensions of the 'Five Factor Personality Model', which will also benefit personal development, are explained in detail below:

2.2.6.1. Extroversion. Extrovert individuals communicate easily with other individuals in the group, leading to the discovery and use of resources. The basic features of this dimension can be listed as being ambitious, sociable, social, energetic and

communicative. In short, it can be said that extrovert people are individuals who are open to the outside world. The exact opposite of this dimension is introversion.

The positive and energetic aspects of extroverts are more about conflict and convenience. Thanks to the higher energy potential, extrovert individuals can produce more designs at the time they are given and feel less fatigue than introverts. They can even be said to be negatively related to conflict through positive energies that make the extroverts less stressed, by taking the positive aspects of events to a less stressful life. According to researchers, extroverts have more positive effect, more positive event expectation and more energy than introvert people. As a result, they emit more positive energy around them and present more positive moods (Wayne, 2003).

McCrae and Costa (2003) pointed out that although introverts do not have features that extroverts have, this does not mean that they are asocial and non-enlightened persons, but introverts are more reserved, distant, secluded, quiet and like to be lonely.

2.2.6.2. Agreeableness. Classifications of agreeableness are used to assess the quality of person-to-person cohesion along a line ranging from compassion to enmity in one's feelings, thoughts and behaviors (Sneed, 2002). Agreeableness requires humanistic approach as a dimension. This dimension is thought with qualities such as being polite, gentle, flexible, reliable, well-tempered, cooperative, forgiving, soft-hearted and tolerant (Barrick & Mount, 1991).

Agreeable people are friendly, collaborative, reliable and warm. They are modest, supportive, flexible, and emotionally close to other people. They pay much attention to compromise. They avoid conflicts between people and even if they are involved in a conflict, they do not tend to use force and pressure to solve this conflict. Individuals with high levels of agreeableness are verbal and behave in a way that helps other people (McCrae & Costa, 1992).

2.2.6.3. Conscientiousness. The dimension of conscientiousness is also referred to as a desire for success because it is associated with measures of educational success. This dimension is considered together with being careful, attentive, meticulous, responsible, organized, planned, successful, hardworking and patient (Barrick & Mount, 1991). Individuals with the features in this dimension are more likely to succeed in any task within both the autonomous and hierarchical structure.

MacDonald (1995), however; took up the conscientiousness dimension from an adaptive point of view. Thus, this dimension includes being able to delay pleasure, patience in unpleasant tasks, attention to detail, acting responsibly and reliably (Macdonald, 1995).

2.2.6.4. Neuroticism / Emotional stability. Negative effects such as neuroticism, concern, anger and depression include life predisposition, emotional instability, and other cognitive and behavioral symptoms (McCrae & Costa, 1992). Neuroticism (N) is the opposite of emotional stagnation. People with high 'N' tend to reveal negative emotions such as emotional instability, shyness, guilt, pessimism and low self-esteem.

Emotional stability refers to a person's ability to remain stable and balanced. At the other end of the scale, a person who is high in neuroticism has a tendency to easily experience negative emotions. Neuroticism is similar but not identical to being neurotic in the Freudian sense. Some psychologists prefer to call neuroticism by the term emotional stability to differentiate it from the term 'neurotic' (Soysal, 2008).

These dimensions include the extent to which an individual is nervous, self-confident, optimistic or pessimistic, bland, emotional and anxious (Soysal, 2008). Many researchers argue that individuals who undertake management roles in organizations must have positive qualities in terms of emotional stability.

2.2.6.5. Openness to experience. In Five-Factor Model, this dimension is the least compromised factor among researchers. Goldberg (1992), referred to this factor as intelligence; whereas Norman, McCrae and Costa (1987) called it openness to experience.

This dimension includes qualities for a person to do new things, to be open and enthusiastic about new experiences. Aesthetic sensitivity, emotional depth, curiosity and difference can be seen. This dimension incorporates intellectual features such as being cultured, curious, possessing original ideas, being broad-minded, intelligent, having artistic thinking and a strong imagination (Zel, 2007). Individuals with these characteristics are particularly benefited by their creativity, especially in organizations experiencing change.

2.3. The Concept of Concern and Teaching Concerns

2.3.1. Definition of Concern

Concern (or anxiety, which is used interchangeably although there is a slight difference in meaning) is a concept which has begun to be scientifically examined in the nineteenth century by S. Freud. The concept of concern has earned an important place in the science of psychology as well as in educational sciences. When the related literature is examined, many definitions of concern are encountered. In concern definitions, it is generally emphasized as an unpleasant feeling, and as a feeling almost every individual feels more or less in their lives.

In addition to Freud, many researchers and authors such as Kierkegaard (1849), Goldsatein (1940), Cannon (1932), Homey (1937) and Sullivan (1946) shed light on the concept of concern. Kierkegaard (1849) saw it as an inevitable part of life and described it as a disease that passed on to death, which grounded a basis on contemporary concepts with the view that neurotic concern results from the dissipation of self and the feeling of meaninglessness. According to Goldstein (1940), the common item of concern is the incompatibility between the individual's ability and what is expected of him/her, which makes it impossible for him/her to achieve self-actualization. Cannon interpreted the concept of concern as a reaction to the threats that would disrupt the balance, or as a consequence of the failure of the efforts to rearrange the disturbed balance. Concern or anxiety is used synonymously with fear as a concept, and it is not fully separated in contemporary psychology. The trend that is generally accepted in psychopathology is that concern or anxiety is a product of stress. Sullivan argued that concern arises from situations that put the individual in jeopardy with human relations as he treated human beings as an integral part of the culture. One of the most important contributors to the understanding of concern came from Horney. Horney (1937) expressed closeness between the concepts of fear and concern by using them as synonyms frequently. In fact, both are emotional reactions developed against danger. Both emotions are accompanied by somatic reactions such as tremor, sweating, and rapid heartbeats that can cause fear of death. However, there is an important difference between these. Fear is a feeling that is proportional to the danger a person has, whereas in concern or anxiety, there is a disproportionate, even often reactive response to an imaginary danger (as cited in Karagüven, 1999).

According to Linn (1975), concern is an unpleasant emotional state characterized by anxiety, uneasiness, tension and fear at the beginning and it is a characteristic of autonomic nervous system activity showing itself by increased in the rate of breathing,

increased heart rate, mouth drying, sweating, tension in the muscles and tremor. When faced with concern, individuals face physiological disturbances as well as mental illnesses. In this case, many physiological and psychological reactions occur in the individual. Common somatic reactions seen in individuals who are anxious are low voice, mouth instability, trembling, palpitations, sweating and sometimes being unable to hold urine (Baltaş & Baltaş, 2008).

With these definitions, Linn (1975), Baltaş and Baltaş (2008) agree with the thought that concern is a characteristic of autonomic nervous system activity by giving an explanation of the consequences of being anxious in people's physical condition.

Öner (1998) investigated the concept of concern through an extensive study and defined it as a mood in an individual who perceives another individual as dangerous or threatening, and is connected to an environmental stimulus that he or she feels as not pleasant. According to Sazak and Ece (2004), concern is a state of fear whose cause is unknown. A person thinks that s/he will face an uncertain danger or disaster at any moment and puts himself/herself in an uneasy, nervous, troubled expectation. It is an emotional experience that results in the inhibition of an expectation, desire or reason by internal and / or external causes. These researchers' concern-related statements support each other at the point of a danger and an unpleasant mood.

The Turkish Language Institution has defined concern as "sadness, thought that arises anxiety or worry", "The uneasiness that individuals have in the face of the possibility that any strong desires or motives of social clusters cannot be realized", "A strong desire or an uneasy emotion that appears when an impulse seems to be unable to reach its goal" (TDK, 2016, p. 1115).

In the light these definitions, it can be said that the fear that is felt without a clear reason is concern. For example, the feeling a mother who is afraid that a child who is in good health, development and care will get sick at any moment feels is a concern.

The concerns of today's people are not decreasing, but increasing as today's progresses are at a dizzying pace, which arises the need of adaptation to changes. Individuals, who are charged with an 'intellectual' mission in this rapid change, will take part in this process. S/he will face concerns when it comes to realizing, developing, having an identity, thinking about social events and looking for solutions. As a result, when we

look at all the definitions of concern made by researchers, we can define concern as ‘an unpleasant disturbing emotional state, an emotional response to a dangerous situation’.

2.3.2. The Relation between Concern and Personality

Theorists and scholars investigating personality structure and behaviors have made intensive studies on the concept of concern. Some identified it as the main force forming personality, while others considered it as secondary role in the formation of personality, structure and behavior (Köknel, 1999).

Within the theories of personality, concern emerges with different definitions. According to Freud, concern is the stimulation of the individual against the dangers that come from the physical or social environment and as a result the function of providing the necessary harmony. Neo-psychoanalytic theory rests on environmental influences in concern formation. The behaviorist approach focuses on the concept of stimulant generalization, arguing that concern is something to be learned.

When an individual is exposed to a new stimulant from the outside, physiological tension is felt and this leads the person to be concerned. All the theorists who investigated the structure of the personality have emphasized the concept of concern. Theorists have accepted the existence of concern as a common element in the development of personality and the emergence of behavior (Köknel, 1999). Concern emerges not from what we live, but from the meanings we give it. It is not the event itself that drives us to feel concerned, but it is the psychological state of that moment. It also reveals the effectiveness of personality traits on concern.

When concern level is measured, it is very important to recognize the person in terms of assessing the behavior that occurs. With the methods applied on subjects, concern cannot be measured objectively. Regardless of the form or severity of concern, perception of a person's concern is important for behavior. The perception of concern is related to personality. A behavior occurs as a result of a realistic personality and environment assessment. Sometimes unconscious defense against concern can be made. According to personality traits, the shape, severity, and duration of concern change. Some concerns have a positive role in the development of personality and in the maintenance of mental health, while others have a tendency to develop unhealthy personality and mental ill-being. In the course of the life of the individual, there is a structure that defends the personality of the concerns resulting from conflicts. Defense mechanisms protect the

personality in case of concern arising from those internal conflicts. What is important for personality is not the concern itself, but the ways of getting rid of it. These methods temporarily reduce internal concern that occurs until the realistic solution is found. These may be conscious or unconscious. There are some forms of defense in personality to get rid of concern (Köknel, 1989) and these are as follows:

Sublimation: The concerns of primitive desire and tendencies are to be transformed into useful qualities.

Altruism: The 'I' emotion is suppressed, and love and interest are directed to others. One always deals with the problems of others to get rid of concern and look for solutions for them. The level of altruism varies according to one's level of knowledge and culture.

Anticipation: It is to be able to move oneself away from internal conflicts and the anxieties that they create, by evaluating personality, talents and powers correctly. A person who sees himself/herself inadequate in certain areas can be relieved of his/her concern by being away from the activities in that area.

Humor: The feeling that thoughts and emotions that create concern are not taken seriously. If a person is unable to make an attempt to avoid the reaction of the environment because of a lack of ability, s/he can be rescued from the criticism of the environment by joking.

Asceticism: It is about avoiding subduing people and events and creating mystical and religious defenses. Thus, situations which can grow concern can be avoided. Mental problems may arise in this method, which creates monotony.

Compensation: Replacement of non-saturated, deterred desires and wills with something else. As a result of this detention, the person who feels concern continues his/her reputation as a person who successfully attains a different field. The person is thus saved from the feeling of concern.

Submission: It is the acceptance of influences from others to get rid of conflict and concern. This situation, which may be useful in childhood and youth, may lead to the creation of a more bigoted personality if it continues in later ages.

Reflection: It is the intention of the individual to unconsciously accept the characteristics of the environment and places them among the basic items of his/her personality. If the emotional connection is excessive, s/he adopts all the problems

surrounding and shows hypersensitivity. For this reason, s/he constantly feels concerned and tries to get rid of his/her concerns by accepting the concerns of others.

Projection: It is to convey the inabilities, disliked thoughts and behaviors that people do not want to see in themselves. This form of reflection is often seen between two people in a way that reflects the bad and ugly aspects of each other. In this case, the relationship ceases to exist. This arrangement, which protects personality from concern and contributes to the development of personality, prevents the person from evaluating himself / herself correctly if it takes too long.

Repression: It is the subconscious pushing of anxious situations such as fear, and guilt. These suppressed emotions may emerge with various behaviors. If you use this method in any situation where the person may be anxious, spiritual troubles may arise.

Displacement: It is a person's going from one situation to another to get rid of internal conflict and concern.

Day Dream: The solution is sought through dreams that cannot be satisfied in everyday life. In addition to increasing the creativity of the individual, with this method chosen to get rid of concern one may not be able to distinguish the fictitious from the real if it takes a long time.

Rationalization: When a person is anxious, s/he must find convincing solutions to himself/herself and others.

The strong relationship between personality and concern has been expressed by some scientists. According to Sullivan, the self in personality wants to be accepted and respected by others. Acceptance by the periphery of the person feeds a feeling of trust, while the opposite feeds the feeling of concern. Ego, that is the self, finds different ways to escape insecurity and concern. The formation of personality and the emergence of behavior occur through an escape from the concern created by the relationship between people (Burger, 2006).

According to Horney, environmental and cultural structure is very important in the formation of personality. The feelings of loneliness and helplessness are the main causes of concern. Behaviors such as love, submission, becoming introvert, getting power come out so that people get rid of basic concerns. The shape and the duration of these behaviors constitute the personality structure (Burger, 2006). Erich Fromm also gave importance to environment and culture in the development of personality and the emergence of

behavior. He argued that the character structures in the process of socialization, and the fear of being alone leads to the feeling of concern (Burger, 2006).

All of the definitions and studies above give us the strong relationship between the concern and the personality. Most of the pioneer researchers investigating personality emphasize the concept of concern and its relation with the personality traits. Therefore, one can claim that any kind of concern may be related to a personality trait or a feature the individual has. The potent relationship with these two creates many intriguing areas that can be studied, or so to speak, should be studied.

2.3.3. Teaching Concerns

Among many occupations, teachers have one of the most intense interactions with people in their working lives. The negative situations faced by teachers after their interaction with stakeholders such as administrators, colleagues, students and parents can manifest themselves in the forms of concern, stress, anxiety, inadequacy, lack of confidence, depletion, and etc. For a person to live a healthy life, s/he has to have peace and satisfaction in the work environment. When teachers, who are the most important building blocks of the education system, have positive personality traits and low levels of occupational concern, this will bring a qualified and successful educational environment.

Today, teachers face many factors that increase their concern levels such as being able to create a positive perception in the environment, to communicate with the student at an adequate level, to provide professional satisfaction and to satisfy economic expectations. The self-confidence of teachers who will raise the future generations depends on their ability to feel themselves sufficient in every field and to reflect on their behavior, to be able to maintain their profession and to be away from their occupational concerns towards their profession.

According to Fuller (1969), there is no clear definition of teachers' professional concerns and their occupational concern is divided into three main parts: self-centered, task-centered and student-centered concerns.

The focus of self-centered concerns is the individual and his/her inner world. Teachers with self-centered concerns are concerned that they will not be able to continue their teaching profession successfully and therefore they are under constant stress. Such an individual constantly asks questions such as: "I wonder whether teaching is the right profession for me?", "Will I be able to continue to conduct the teaching profession every

day?”, “What will my school managers and other teachers in my school think when there is noise in my classroom?”.

The focus of task-centered concerns is the teaching task. A teacher with task-centered concerns is concerned about being a good instructor and therefore begins to explore new teaching methods, materials and tools that s/he can use in his/her field. Such an individual constantly asks questions such as: “How does education and training take place in different classroom settings?”, “How can I obtain new materials, techniques and ideas in my field?”, “Who can help me to be successful in my teaching job?”.

The focus of student-centered concerns is on students. A teacher with student-centered concerns is more student-centered in his/her thoughts. This teacher designs wonders about how each student can best meet his or her mental, emotional and social needs. Such an individual constantly asks questions such as: “How can I help each student to learn easily and quickly?”, “How can I help each student to acquire life-long learning for themselves?”, “How can I help students who are in need of special education or who have a high level of potential?”.

The division of teaching concerns into groups has paved the way and provided a convenient base for many research areas. However, many of the studies made so far usually focus on the concerns of teacher candidates. The studies on the concerns of teachers who are currently in the profession are scarce in the literature.

2.4. Related Studies

In this part, research studies about the personality traits and teaching concerns of teachers and teacher candidates will be reviewed.

2.4.1. Studies Related to Teaching Concerns

Teachers face many factors that increase their teaching concern levels. The changes in the level of concern and the effects of different variables on those concerns should be investigated according to Fuller’s teaching concern framework. In this part, studies related to pre and in-service teachers’ teaching concerns and conducted both abroad and in Turkey are reviewed chronologically.

Butler and Smith (1989) worked with 42 teachers in the first five years of their profession. In their study they used the 56-item teaching concern scale developed by Hall, George and Rutherford in 1977. As a result of their three-year research study, they

reached the conclusions that support Fuller's claims for teachers' concerns, which start with self-centered concerns, continue with task centered concerns and end with student centered concerns. They stated that the teachers' self-centered concerns during the summer period, the task centered concerns in the winter period and the student centered concerns in the spring period were higher.

In another study, Reeves-Kazelskis and King (1994) aimed to determine and compare the concerns of two different groups of teacher candidates. For this purpose, in the first group with 43 pre-service teachers, traditional teaching method (narrative and demonstration), in the second group of 53 pre-service teachers, the field experience method (lecture and then the school application) was applied. In this study, teacher concern questionnaire developed by George (1978) was used. The level of concerns of the two groups at the beginning of the period was seen to be similar. At the end of the semester, While the concern levels related to discipline issues of the second group of pre-service teachers who participated in the field experience group increased, pre-teachers' same concerns in the first group of traditional education decreased. In addition, the second group pre-service teachers' level of concern about being good teachers and having problems with parents decreased compared to the beginning of the semester. In general, a decrease in concern levels was observed in both groups.

In a longitudinal study, Pigge and Marso (1997) were engaged in a research study that lasted seven years with 60 pre-service teachers. They observed these prospective teachers until they had five years of experience. Throughout the study, they used the teacher concern questionnaire developed by George in 1978. This scale consists of 45 items, including self-centered concerns, task-centered concerns and impact concerns. Pigge and Marso applied the teacher concern questionnaire to the teacher candidates, later on the teachers, four times during their career development. They observed that the task centered concerns had the highest and student centered concerns had the lowest scores. Over the years, only teachers' self-centered concerns seemed to change significantly.

Ghaith and Shaaban (1999) worked with a total of 292 Lebanese teachers. They compared the anxiety levels of teachers with various variables such as gender and professional experience. A scale developed by Ghaith and Yaghi in 1997 was used in the study. As a result, it was found that experience decreased teachers' teaching concerns and that gender was not a significant variable for teaching concerns. In a more comprehensive study in terms of data collection tools employed, Swennen, Jörg and Korthagen (2004)

conducted a study with 37 first grade Dutch teacher candidates which lasted a total of 28 weeks. The researchers used three techniques to collect data in their study. These techniques were; (1) card sorting technique, (2) drawing by teacher candidates technique and (3) interview technique. Although the card sorting technique was not a data collection tool, it was preferred by the researchers based on their thoughts that it could reflect the concerns of the pre-service teachers. They adapted the 50-item teacher concern checklist developed by Fuller and Borich in 1988 to their own research techniques. After the adaptation, there were 16 items left on the checklist. These 16 items were transferred to the cards and a card set was created for each student. The teacher candidates were then asked to sort the cards from the most concerning card to the least concerning card. According to the results, the participating student teachers were seen to be most concerned about matters that formed the core task of teaching, as they stated it, such as selecting and teaching content well, motivating students to learn and adapting themselves to the needs of different students. They appeared to be less concerned about matters that were not central to the immediate task of teaching or that they could not influence as student teachers.

In the Turkish context, Ünalı and Alaz (2008), in their study, aimed at revealing the teaching concerns of pre-service teachers studying in geography education. In this study, the relationships among the pre-service teachers' professional concerns and their gender, their family income, their conscious and willing choice of teaching career and their grades were investigated. According to the findings of the study, gender was not an independent variable that would lead to a significant difference in task-centered, self-centered and student-centered concerns. The high level of family income was seen as an independent variable that significantly decreased task-centered, self-centered and student-centered concerns. The fact that students chose geography teaching in the first five choices in the university exam was determined as a factor that significantly reduced the task-centered anxiety level. It was also identified that the fourth and fifth grade students had higher levels of task and self-centered concerns than the first and second-year students.

Yaylı and Hasırcı (2009) examined the teaching concerns of 432 pre-service Turkish teachers studying Turkish language teaching in a university in Turkey in terms of year, gender, group and schooling shift. Teaching Concerns checklist was used for the collection of data and the results of the study showed that higher grade teacher candidates

had significantly more concerns than the lower grade pre-service teachers. In addition, gender appeared to be a determinant factor for teaching concerns. According to the results, female students had significantly higher level of teaching concerns than male students. Schooling shift seemed to have no effect on teaching concerns of the participating pre-service teachers.

In another study, Sürücü (2012) investigated the future concerns of 163 mathematics teaching students according to various variables studying at the Faculty of Education Elementary and Secondary Mathematics Teaching Departments. Results of the study revealed that female students had higher self-centered, task-centered and student-centered concern levels than male students. The students who were pleased to study in the department had higher levels of student-centered concerns than the students who were not. In addition, pre-service teachers who felt themselves unsuccessful were found to have higher task-centered anxiety than those who felt successful.

Atmaca (2013) investigated the professional concerns of the fourth grade 130 teacher candidates in German Language Teaching, French Language Teaching and English Language Teaching departments of the Ondokuz Mayıs University Faculty of Education in terms of various variables (gender, department and age). As a result of the research, it was stated that the task-centered concern levels of teacher candidates were much higher than the self-centered and student-centered concern levels. On the other hand, it was seen that there was a significant difference between task-centered and student-centered concerns of English Language Teaching candidates and German and French Language teaching candidates. Accordingly, the concern levels of teacher candidates in the Department of English Language Teaching were found to be higher than the other two.

In a more recent study, Adıgüzelli (2015) used the teaching concern scale for pre-service teachers consisting of 45 items and 8 sub-dimensions developed by Cabı and Yalçınalp (2013) in the study consisting of 650 teacher candidates studying in four different universities in Ankara. As a result of the analysis, the researcher stated that the highest concern levels that the teacher candidates had were related to assignment and school management centered concerns. In addition, they stated that female candidates had higher levels of concern than male candidates, pre-service teachers studying in the Turkish Department had a higher concern level than those in the other departments, candidates with low economic levels had higher levels of concern than the candidates

with medium or high economic levels, and there was no relationship between the teaching concern levels of the candidates and their grades.

In another recent study, Yaylı and Ekizler (2015) examined pre- and in-service EFL teachers' sense of efficacy and teaching concerns and also the relationships within and between their concern and efficacy scores. In the study, Teachers' Sense of Efficacy Scale and the Teaching Concerns Checklist were used to collect data. According to the findings of the study, as in-service EFL teachers were found to be more self-efficacious, pre-service EFL teachers were observed to have higher concern levels. In addition, results indicated a positively strong relationship between concern and efficacy subscale scores. This relationship suggested that an increase or a decrease in one efficacy or concern sub-dimension affects the other efficacy or teaching concern sub-dimensions. A negative correlation was found between efficacy and teaching concerns, as high confidence in one's ability to teach is negatively correlated with teaching concerns.

2.4.2. Studies Related to Personality

In this part, studies focusing on the personality traits of teachers and teacher candidates will be chronologically reviewed.

Fontana and Abouserie (1993), in their study, examined the stress levels, gender and personality dimensions in a sample of school teachers, consisting of 95 teachers. The Professional Life Stress Scale (PLSS) was used to assess teachers' stress levels and the Eysenck Personality Questionnaire (EPQ) was used to define their personality dimensions (Extroversion-Introversion, Neuroticism-High Psychoticism-Low Psychoticism). Results revealed that the majority of teachers (72%) were experiencing moderate levels of stress, and 23% had serious levels. T-test results showed no significant difference between male and female teachers in terms of stress levels. Correlation analysis between stress level and personality dimensions revealed a significant positive correlation between stress and psychoticism. A significant negative correlation emerged between stress and extroversion, and a significant positive correlation was seen between stress and neuroticism. A multiple regression analysis revealed that extroversion and neuroticism were the best predictors of stress levels. Overall, the results therefore indicated that personality dimensions appeared to contribute more to stress levels than did the variables of either age or gender.

In a study conducted in Turkey, Tezer (1998) focused on prospective teachers' perceptions of the personality characteristics of ideal teachers. With this purpose, Personal Information Form and ACL Test were applied to 746 students studying at Marmara University Atatürk Education Faculty. According to the results of the test, it was found that the ideal teacher was perceived as ideally self-developed, highly self-confident, persistent, regular, creative and being able to lead a group. In the study, it was seen that there was no significant difference between the female students' perception of the personality characteristics of a teacher and those of the male students. According to the findings, it was concluded that the ideal teacher had personal qualities such as being at peace with himself/herself, with a strong will, reliable, responsible, productive, idealistic, honest, constructive, talkative and determined.

In another study, Mete (2006) aimed at revealing the relationship between job satisfaction and personality traits of primary school teachers working in primary schools. The questionnaire form prepared for this purpose was carried out on 300 class and branch teachers working in central elementary schools in Yalova province. As a result of the research, it was determined that the teachers working in the schools having advanced opportunities had higher scores in the sub-dimension of self-discipline than the teachers working in the schools with limited opportunities. Consequently, it was revealed that the school was effective in exhibiting the specified personality trait, which was Extraversion. In addition, as a result of the analyzes conducted in order to determine the relationship between teachers' personality traits and job satisfaction, it was found that there was a positive relationship between extraversion and internal satisfaction, between extraversion and general satisfaction, between self-discipline / responsibility and external satisfaction. Thus, it was revealed that teachers' personality traits were related to job satisfaction.

In a dissertation study, Istengel (2006) examined the relationship between the personality traits of the school counselors and their work stress. Personal Information Form, Work Stress Questionnaire and Adjective Checklist prepared by the researcher were conducted to the participating teachers. As a result of the research, it was stated that there was a significant negative correlation between work stresses and dominance, relation with the opposite sex, designation, self-confidence and masculine characteristics sub-dimensions of personality traits; and there was a significant positive correlation between work stresses and self-blame sub-dimensions of personality traits. In terms of sub-dimensions of self-denial, self-blame and feminine characteristics, males had higher

scores than females. According to the age variable, which was one of the demographic characteristics, persistence dimension of teachers' personality traits showed a significant difference in groups between 21-30 years and 41-50 years of age. 41-50 age group demonstrated more persistence than the other groups. In addition, the sub-dimensions of understanding, change, and military leadership from personality traits sub-dimensions showed a significant difference as well. In terms of professional experience, the persistence sub-dimension demonstrated a significant difference between those with 1-5 years of experience and those who had 11-20 years of experience. The teachers who had an experience of 11-20 years appeared to have more persistence than the other group.

In their study, Sıgır and Gürbüz (2011) aimed to determine the relationship between university students' academic achievement and five-factor personality traits. They applied a personality inventory of 66 items to 458 students in two public universities in Ankara and Istanbul, taking into account the five-factor personality model. According to the results of the study, it was stated that the factor of conscientiousness in the five-factor personality traits was positively associated with academic achievement. As a result, it was determined that, other than Extraversion, the factors of conscientiousness, openness, agreeableness and neuroticism of the five-factor personality traits were positively related to academic achievement.

Kokkinos (2011) aimed at investigating the relationship between burnout, personality characteristics and job stressors in primary school teachers from Cyprus in a study with the participation of 447 primary school teachers. Each teacher participating in the study completed 4 questionnaires, personal information form, and measures of burnout, personality and job stressors. Results showed that both personality and work-related stressors were associated with burnout dimensions. Neuroticism was a common predictor of all dimensions of burnout although in personal accomplishment had a different direction. Managing student mis behaviour and time constraints were found to systematically predict dimensions of burnout.

Deniz and Kesicioğlu (2012) conducted a research in order to investigate the relationship between the personality traits of pre-school teacher candidates and some variables. The sample of the study consisted of 449 teachers studying at five universities in Turkey in the Faculty of Education, Early Childhood Education Department. As data collection tool, Personal information form and Eysenck Personality Questionnaire (EPQ)-Abbreviated Form were used. In the evaluation of the data (neuroticism-stability,

extraversion, introversion and psychoticism) the average scores for the four dimensions of EPQ were obtained. There were no significant correlations between grade and father education level variables and personality sub-dimensions. It was determined that there was a significant relationship between gender variable and lying sub-category, and mother education level and extroversion sub-dimension.

With a purpose of determining the effect of emotional exhaustion on the personality traits of teachers and the mediating role of the emotional labor behaviors Basım, Begenirbaş and Yalçın (2013) prepared a questionnaire which was conducted on 798 primary and secondary school teachers in Ankara and Eskişehir. According to the results of the hierarchical regression analysis that focused on the sub-dimensions of personality and the relationship of emotional exhaustion, it was concluded that there was a positive and significant relationship between neuroticism and emotional exhaustion, and there was a negative relationship between extraversion and emotional exhaustion. There was no significant relationship between other personality traits and emotional exhaustion. In general, it was found that personality traits predicted emotional labor, and emotional labor had an impact on emotional exhaustion by all sub-dimensions of emotional labor.

Çelik (2017) conducted a study to determine the relation between teaching concern level and their personal characteristics of Turkish teacher candidates. The sample of the study consisted of 400 pre-service Turkish teachers in 12 different cities in Turkey. Eysenck Personal Questionnaire and Teaching Concern Scale by Cabı and Yalçınalp were used as data collection tools. As a result of research, it was determined that there was a weak but meaningful relation between occupational anxiety level and personal characteristics of Turkish teacher candidates. Findings indicated that when 'extroversion' and 'lying' personality traits of pre-service Turkish teachers increased, the concern level also increased. In addition, as the features of emotional stability decreased, the level of concern decreased as well. In terms of gender, it was found that the concern level of Turkish teacher candidates varied according to gender, and that female students' concern levels were significantly lower compared to those of male students. According to age groups, there was a significant but very low relationship between 17-20 and 21-25 age groups. While there was no significant relationship between the extroversion, lying and neuroticism traits and concern levels of the students in the age group '26 and over', there was a negative relationship between anxiety level and psychoticism.

CHAPTER III

METHODOLOGY

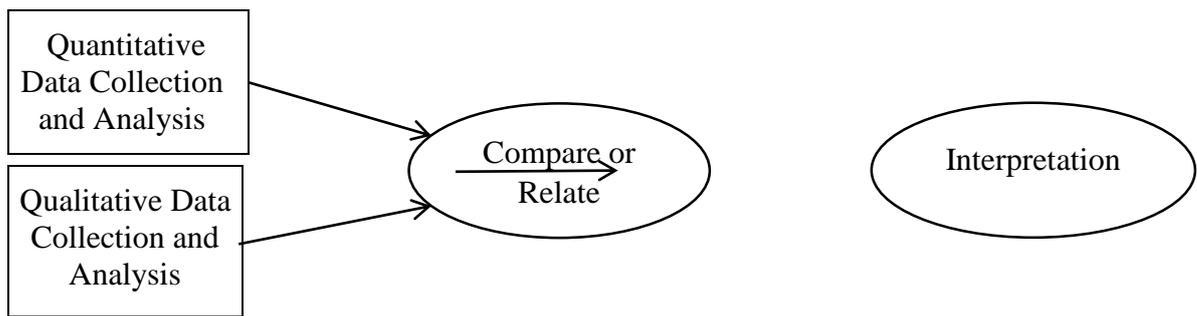
The research model, participants and setting, data collection tools and the methods used in the analysis of the data are included in the methodology section of this study which deals with the relationship between teaching concerns and personality types of EFL teachers and the examination of these concerns in terms of various variables.

3.1. Research Model

This is a mixed methods study as it involves a combination of quantitative and qualitative research types. Since both qualitative and quantitative research has roles to play in examining and explaining handled situations and theorizing, together they foster the quality of the research and findings. Dörnyei (2007) supports the idea of combining qualitative and quantitative methods by stating that quantitative methods enable to follow a meaning in the general strategy, while qualitative methods enable to concentrate on an in-depth understanding of the meaning in particular, and together they draw a general picture of the topic as well as giving the opportunity to focus on an in-depth understanding of particular aspects of the issues.

The research was designed in a convergent parallel design (Creswell, 2011, p. 69), or can also be referred as the concurrent triangulation design. This is one of the mixed method designs. It generally involves the concurrent, but separate, collection and analysis of quantitative and qualitative data in order to achieve the best understanding of the research problem. According to Creswell (2013), this model is characterized by two or more methods used to confirm, cross-validate, or corroborate findings within a study. Data collection is concurrent and the purpose of using this design is generally to overcome a weakness in using one method with the strengths of another. Taking into account the benefits of this method, the fundamental aim of the present study is to explore the teaching concerns of a group of EFL teachers working in various schools (primary, secondary and higher education institutions), to examine teaching concerns in terms of different variables and to examine the relationship between these concerns and the personality traits of the teachers. In addition, it is aimed to gather qualitative data through semi-structured interviews to create an in-depth understanding of the teaching concerns of EFL teachers.

Figure 3.1.1. The Convergent Parallel Design (Creswell, 2011, p. 69)



3.2. Participants and Setting

In order to investigate the teaching concerns of EFL teachers and the relationship between teaching concerns and personality traits, first of all, a total of 200 EFL teachers working in primary, secondary and high schools, and university preparatory classes in Denizli province of Turkey were reached. These teachers were asked to respond to two scales: ‘Occupational Concerns Scale’ and ‘Ten Item Personality Scale’. First of all, the necessary permissions were taken from the Ministry of Education and Pamukkale University. After these permissions were taken, I took the questionnaires to all the schools in the center of Denizli. In other words, each and every school in the center of Denizli was reached and all EFL teachers, about 500 teachers, working in the center of this province were informed about the study. The total number of volunteering teachers was 200. Therefore, only 200 teachers participated in the study by answering the two scales. When the formula used for calculating the estimated sample size in discontinuous variables was adapted to the research universe, the number obtained was approximately 200 (Büyüköztürk, 2016). It is concluded that this result is consistent with the number of participants participating in the research and that the research sample represents the research universe.

While collecting the quantitative data, for the qualitative dimension of the research, interviews were conducted with 18 teachers who volunteered among these participating teachers. Those 18 teachers were randomly selected from volunteering teachers taking into consideration the institution they worked for. Among them, five teachers work in university, eight work in two different kinds of high schools, namely Anatolian and vocational high schools and five of them work in primary and secondary schools. The teachers’ year of experience ranged from four to 21 years and as for their genders, eight of them were male while the rest were female.

3.3. Data Collection Tools

For the purposes of the study, two scales were used to obtain the quantitative data. For the qualitative part of the study, semi-structured interview method was used. In addition, personal information form was added to collect the demographic information of the participating EFL teachers.

3.3.1. Personal Information Form

Personal Information Form was created in order to reach the personal information of the EFL teachers who created the sample. This form consisted of five questions including the age, gender, professional experience of the participant teachers, the department they graduated and the institution they work in.

3.3.2. Occupational Concern Scale

Cabı and Yalçınalp (2013) developed the Occupational Concern Scale (OCS) to measure the professional concerns of teachers and prospective teachers (see Appendix 1). For developing the scale, 283 prospective teachers at the faculty of education of a university in Ankara province of Turkey participated in the study. Factor analysis was applied to the collected data for the validity of this scale that consisted of 45 items. Analysis result indicated eight factors. The scope validity, construct validity, corrected item-total correlation, Cronbach's alpha internal consistency coefficient and two half-test correlations were examined for the validity and reliability study of the mentioned Occupational Concern Scale. Corrected item-total score correlations of the factors ranged between .23 and .73, while Cronbach's alpha coefficients ranged from .94 to .67, and for the whole scale, Cronbach's alpha coefficient were found .96. The t-test results showed that all differences between the up 27% and sub 27% item averages were significant. In short, the validity and reliability of the measurement tool was performed by Cabı and Yalçınalp (2013). In the light of the findings, it can be considered as a valid tool that can be used in Turkey.

Considering the meaning of the factors in the scale, they are originally grouped into eight factors: 'Task Centered Concerns', 'Economic / Social Centered Concerns', 'Student / Communication Centered Concerns', 'Colleague / Parent Centered Concerns', 'Personal Development Centered Concerns', 'Assignment Centered Concerns', 'Adjustment Centered Concerns' and 'School management Centered Concerns'. However, as the present study focused on the teachers who have already been assigned

and working in their professional context at present, 'Assignment Centered Concerns' factor was removed from the scale.

3.3.3. Ten Item Personality Scale

The scale (see Appendix 2) which is composed of 10 items and was developed by Gosling et al. (2003) and adapted to Turkish by Atak (2013) measures five important personality traits, namely Extraversion, Neuroticism/Emotional Stability, Agreeableness, Conscientiousness and Openness to Experience.

In order to see whether the Turkish form and the English form of the scale express the same meaning by referring to the expert opinion, they were applied to 420 doctoral students who had good command of English, and Pearson Moment Correlation Coefficient was calculated between the scores obtained from both scales. Based on the correlation coefficients and expert opinions, translation and language validity were seen to be of acceptable level.

In order to test the construct validity of the scale, exploratory and confirmatory factor analysis was performed. Results ($KMO = 0.89$; $un2 = 6582.46$; $p = 0.00$) showed that the data group was suitable for factor analysis. According to the factor analysis of the principal components with orthogonal (Varimax) rotation, 5 factors were defined which explained 65.21% of the change in scores and whose eigenvalues were above 1. The ratio calculated by confirmatory factor analysis (X^2 / sd) was 2.20 ($p = 0.00$), and this value indicates that the proposed factor model is well compatible with the data. In order to examine the reliability of the scale, internal consistency and test-retest stability were evaluated by Cronbach Alpha. The Cronbach Alpha reliability coefficient of the scale (for each subcategory, respectively 0.83, 0.81, 0.83, 0.84 and 0.86) indicates that the internal consistency of the scales was within acceptable limits. As a result, the scale was found to be a stable measurement tool with its internal consistency.

3.4. Data Analysis

In accordance with the purpose of the study, statistical operations were performed on the quantitative data obtained through the SPSS 23 package program. Accordingly, arithmetic averages were calculated to determine the personality traits and teaching concern levels of the participating EFL teachers. Differences between the groups were presented in terms of the variables included in the personal information form. Levene homogeneity test for homogeneity of variances, one-way analysis of variance and

independent samples t-test for independent samples were applied to determine whether demographic variables differed according to teaching concern levels of these EFL teachers. In order to check whether the distribution of data was normal or not Skewness and Kurtosis values were calculated, and Cronbach's Alpha coefficients were examined to determine whether the factors were reliable or not. The reference range for Skewness and Kurtosis values is in the range of +1.5 to -1.5 according to Tabachnick and Fidell (2013), and according to George and Mallery (2010) in the range of +2.0 and -2.0. In the present study, it was seen that the data were distributed normally in the +2.0 to -2.0 reference range. ANOVA was applied to determine whether the levels of concern differed according to age, place of work, professional experience and graduated program. LSD test was applied in the difference analysis because the variance of concern level scores was found to be homogeneous among the groups (Morgan et al., 2004, p. 151; as cited in Can, 2016, p. 152). The Dunnett C test was used to test the difference of the averages since the scale scores were normally distributed but the variances were not homogeneous (Büyüköztürk, 2016, p. 51). Correlation analysis was applied for the relationships between personality traits and teaching concern levels. In the correlation analysis, Pearson test was applied since the data was normally distributed.

The qualitative data obtained through semi-structured interviews were analyzed by content analysis technique which can be defined as the isolation, counting, and interpretation of the concepts, problems, and subjects repeated in the data (Ellis & Barkhuizen, 2005; as cited in Dörnyei, 2007). For this purpose, first the interviews were transcribed, and the emerging patterns and themes were selected. Then, a name that is closest to the concept it was describing was used to identify each emerging theme. Another researcher who was a classmate in the M.A. program was asked to read and analyze the transcribed data to increase the validity and reliability of the findings (Miles & Huberman, 1994). The percentage agreement between two raters was 80%. We discussed the differences in our coding and reached a consensus for each difference. As a result, 6 themes emerged:

1. Concerns about students
2. Concerns about parental involvement
3. Concerns about professional development and competence
4. Concerns about instructional insufficiencies
5. Concerns about economic and social contexts

6. Concerns about management



CHAPTER IV

FINDINGS

4.1. Descriptive Statistics on the Teaching Concern Levels of EFL Teachers

In order to get more detailed information about the descriptive analysis of the scores of the EFL teachers' Occupational Concern Scale, the items were examined one by one and the results of the analyses with frequency and percentage values are presented in Table 4.1.1 below.

Table 4.1.1. *Descriptive Analysis of Occupational Concern Scale (N = 200)*

Item No	1 (f - %)	2 (f - %)	3 (f - %)	4 (f - %)	5 (f - %)	SD	Mean
I1	146/73	26/13	19/9.5	6/3	3/1.5	.89	1.47
I2	138/69	34/17	20/10	6/3	2/1	.86	1.50
I3	107/53.5	44/22	31/15.5	14/7	4/2	1.06	1.82
I4	77/38.5	60/30	38/19	19/9.5	6/3	1.10	2.08
I5	93/46.5	53/26.5	36/18	10/5	8/4	1.09	1.93
I6	106/53	49/24.5	26/13	15/7.5	4/2	1.05	1.81
I7	68/34	62/31	43/21.5	19/9.5	8/4	1.12	2.19
I8	107/53.5	51/25.5	30/15	5/2.5	7/3.5	1.02	1.77
I9	129/64.5	40/20	20/10	4/2	7/3.5	.99	1.60
I10	94/47	60/30	28/14	10/5	8/4	1.07	1.89
I11	139/69.5	30/15	23/11.5	3/1.5	5/2.5	.93	1.53
I12	96/48	51/25.5	29/14.5	18/9	6/3	1.12	1.94
I13	143/71.5	33/16.5	16/8	6/3	2/1	.84	1.46
I14	137/68.5	35/17.5	13/6.5	8/4	7/3.5	1.02	1.57
I15	106/53	52/26	30/15	9/4.5	3/1.5	.96	1.76
I16	82/41	67/33.5	40/20	9/4.5	2/1	.93	1.91
I17	97/48.5	55/27.5	37/18.5	9/4.5	2/1	.95	1.82
I18	119/59.5	48/24	20/10	10/5	3/1.5	.95	1.65
I19	128/64	33/16.5	22/11	12/6	5/2.5	1.05	1.67
I20	127/63.5	38/19	20/10	9/4.5	6/3	1.03	1.64
I21	114/57	38/19	28/14	12/6	8/4	1.13	1.81
I22	92/46	40/20	43/21.5	11/5.5	14/7	1.23	2.07
I23	126/63	31/15.5	26/13	16/8	1/0.5	1.01	1.68
I24	83/41.5	40/20	47/23.5	19/9.5	11/5.5	1.22	2.17
I25	150/75	22/11	19/9.5	2/1	7/3.5	.96	1.47
I26	118/59	43/21.5	25/12.5	12/6	2/1	.97	1.68
I27	144/72	32/16	15/7.5	4/2	5/2.5	.90	1.47
I28	153/76.5	28/14	10/5	4/2	5/2.5	.87	1.40
I29	79/39.5	36/18	40/20	30/15	15/7.5	1.33	2.33
I30	77/38.5	36/18	40/20	32/16	15/7.5	1.33	2.36
I31	36/18	19/9.5	41/20.5	39/19.5	65/32.5	1.47	3.39
I32	111/55.5	35/17.5	20/10	13/6.5	21/10.5	1.36	1.99
I33	94/47	30/15	23/11.5	29/14.5	24/12	1.47	2.30
I34	113/56.5	36/18	17/8.5	19/9.5	15/7.5	1.30	1.94
I35	81/40.5	41/20.5	38/19	24/12	16/8	1.31	2.26
I36	84/42	35/17.5	38/19	22/11	21/10.5	1.38	2.30
I37	78/39	40/20	46/23	18/9	18/9	1.30	2.29
I38	70/35	39/19.5	44/22	25/12.5	22/11	1.36	2.45

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Table 4.1.1. *Descriptive Analysis of Occupational Concern Scale (N = 200) (Continued from previous page)*

Item No	1 (f - %)	2 (f - %)	3 (f - %)	4 (f - %)	5 (f - %)	SD	Mean
I39	87/43.5	35/17.5	50/25	16/8	12/6	1.23	2.16
I40	90/45	39/19.5	29/14.5	20/10	22/11	1.39	2.22
I41	106/53	43/21.5	22/11	16/8	13/6.5	1.24	1.93
I42	132/66	27/13.5	22/11	11/5.5	8/4	1.12	1.68
TOTAL						1.12	3.74

P.S. 5: Have very much concern, 4: Have much concern, 3: Have little concern, 2: Have very little concern, 1: Do not have any concern

When the descriptive analysis in Table 4.1 was examined, it was seen that EFL teachers generally scored under 3 (have little concern). The item with the highest average score was item 31 (the parents find me insufficient), while the lowest score was item 28 (being exposed to violence by students or colleagues at school). Based on the item average scores, it can be concluded that these EFL teachers generally had low occupational concern levels.

4.2. Teaching Concern Levels of EFL Teachers in terms of Professional Experience

The results of the One-Way ANOVA, which was conducted to examine whether the teaching concern levels of the participating EFL teachers differed according to their professional experience, were given in the tables below with their descriptive analyses.

Descriptive statistics of EFL teachers' Economic/Social centered concern levels are given in Table 4.2.1 and the results of the One-Way ANOVA on the difference between the Economic/Social centered concern levels of the teachers and the professional experience are given in Table 4.2.2.

Table 4.2.1. *Descriptive Statistics of EFL Teachers on the Distribution of Economic/Social Centered Concern Scores by Professional Experience*

Groups	N	\bar{x}	SD
0-5 Years	25	21.80	7.12
6-15 Years	99	17.05	6.75
16-25 Years	66	16.92	7.18
26- Years	10	12.80	6.14
Total	200	17.39	7.12

When the average scores of EFL teachers were analyzed with descriptive statistics, it was seen that Economic/Social centered concern levels decreased as the professional experience of the EFL teachers increased.

Table 4.2.2. *Results of One-Way ANOVA of the Differences Between Economic/Social Centered Concern Levels and Professional Experience of EFL Teachers*

Source of Variance	Sum of Squares	SD	Mean Squares	F	<i>p</i>	Dif.
Among Groups	722.61	3	240.87	5.029	.002	1-2, 1-3, 1-4
Within Group	9386.96	196	47.89			
Total	10109.58	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the Economic/Social centered concern levels and the professional experience of these EFL teachers ($F=5.029$, $p < .01$). As Levene test showed that the data were distributed homogeneously ($p > .05$), LSD test was conducted to find out the differences between Economic/Social-centered concern levels. The result of the analysis showed that EFL teachers working between 0-5 years had more economic/social centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Descriptive statistics of these EFL teachers' School Management centered concern levels are given in Table 4.2.3 and the results of the One-Way ANOVA on the difference between the School Management centered concern levels of the teachers and their professional experience are given in Table 4.2.4.

Table 4.2.3. *Descriptive Statistics of EFL Teachers on the Distribution of School Management Centered Concern Scores by Professional Experience*

Groups	N	\bar{x}	SD
0-5 Years	25	8.32	3.42
6-15 Years	99	6.04	2.73
16-25 Years	66	5.50	2.87
26- Years	10	4.30	1.70
Total	200	6.0	2.97

When the average scores of EFL teachers were analyzed with descriptive statistics, it was seen that School Management centered concern levels decreased as the professional experience increased.

Table 4.2.4. *Results of One-Way ANOVA of the Differences between School Management Centered Concern Levels and Professional Experience of EFL Teachers*

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	179.40	3	59.80	7.419	.000	1-2, 1-3,
Within Group	1579.87	196	8.06			1-4
Total	1759.28	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the Economic/Social centered concern levels and the professional experience of EFL teachers ($F=7.419$, $p<.001$). As Levene test showed that the data were distributed homogeneously ($p>.05$), LSD test was conducted to find out the differences between School Management centered concern levels among groups. The result of the analysis showed that EFL teachers working between 0-5 years had more School Management centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Descriptive statistics of these EFL teachers' Task Based centered concern levels are given in Table 4.2.5 and the results of the One-Way ANOVA on the difference between the Task Centered concern levels of the teachers and the professional experience are given in Table 4.2.6.

Table 4.2.5. *Descriptive Statistics of EFL Teachers on the Distribution of Task Centered Concern Scores by Professional Experience*

Groups	N	\bar{x}	SD
0-5 Years	25	33.72	13.44
6-15 Years	99	22.69	8.69
16-25 Years	66	22.37	10.07
26- Years	10	16.40	3.20
Total	200	23.65	10.44

When the mean scores of EFL teachers were analyzed with descriptive statistics, it was seen that Task Centered concern levels decreased as the professional experience of the participating EFL teachers increased. It was also seen that the Task Centered concern levels of the EFL teachers working between 6-15 years and 16-25 years were similar.

Table 4.2.6. *Results of One-Way ANOVA of the Differences between Task Centered Concern Levels and Professional Experience of EFL Teachers*

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	3257.31	3	1085.77	11.538	.000	1-2, 1-3,
Within Group	18443.87	196	94.10			1-4, 2-4,
Total	21701.19	199				3-4

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of the analysis showed that there was a significant difference between the level of professional experience of the teachers and their Task Centered concern levels ($F=11.538$, $p < .001$). As Levene test showed that the data were not distributed homogeneously ($p < .05$), Dunnett C test was performed to find out among which groups had the significant difference in Task Centered concern levels. The results indicated that teachers working for 0-5 years had higher Task Centered concerns than those working for 6-15, 16-25 and 26-more years. Besides, teachers working for 6-15 and 16-25 years also had higher Task Centered concern levels than those working for 26-more years.

Descriptive statistics of the participating EFL teachers' Student/Communication centered concern levels are given in Table 4.2.7 and the results of the One-Way ANOVA on the difference between the Student/Communication Centered concern levels of the teachers and the professional experience are given in Table 4.2.8.

Table 4.2.7. *Descriptive Statistics of EFL Teachers on the Distribution of Student/Communication Centered Concern Scores by Professional Experience*

Groups	N	\bar{x}	SD
0-5 Years	25	16.72	6.74
6-15 Years	99	11.06	4.58
16-25 Years	66	10.15	4.35
26- Years	10	8.40	3.13
Total	200	11.33	5.20

When the average scores of the EFL teachers were analyzed in descriptive analysis, it was seen that the Student/Communication centered concern levels decreased as the professional experience increased in general.

Table 4.2.8. *Results of One-Way ANOVA of the Differences between Student/Communication Centered Concern Levels and Professional Experience of EFL Teachers*

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	910.99	3	303.66	13.304	.000	1-2, 1-3,
Within Group	4473.56	196	22.82			1-4
Total	5384.55	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the level of Student/Communication centered concern levels of EFL teachers in terms of their professional experience ($F=13.304$, $p < .001$). As Levene test showed that the data were not distributed homogeneously ($p < .05$), Dunnett C test was conducted to determine how the Student/Communication centered concern levels differed among the groups. The result of the analysis revealed that EFL teachers working between 0-5 years had more Student/Communication centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Descriptive statistics of EFL teachers' Colleague/Parent centered concern levels are given in Table 4.2.9 and the results of the One-Way ANOVA on the difference between the Colleague/Parent Centered concern levels of the teachers and the professional experience are given in Table 4.2.10.

Table 4.2.9. *Descriptive Statistics of EFL Teachers on the Distribution of Colleague/Parent Centered Concern Scores by Professional Experience*

Groups	N	\bar{x}	SD
0-5 Years	25	10.72	4.56
6-15 Years	99	7.25	3.02
16-25 Years	66	7.53	3.17
26- Years	10	5.70	1.63
Total	200	7.70	3.44

When the mean scores of the participating EFL teachers were analyzed in descriptive analysis, it was seen that Colleague/Parent centered concern levels decreased with the increasing number of professional experience, except for the relationships between Colleague/Parent centered concern levels of 6-15 years and 16-25 years of professional experience. It was observed that EFL teachers working for 16-25 years had a higher level of Colleague/Parent concern than those working for 6-15 years.

Table 4.2.10. *Results of One-Way ANOVA of the Differences between Colleague/Parent Centered Concern Levels and Professional Experience of EFL Teachers*

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	289.73	3	96.57	9.126	.000	1-2, 1-3,
Within Group	2074.26	196	10.58			1-4
Total	2364.00	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of the statistical analysis showed that there was a significant difference between the level of Colleague/Parent centered concern levels of the EFL teachers in terms of their professional experience ($F=9.126$, $p < .001$). As Levene test showed that the data were not distributed homogeneously ($p < .05$), Dunnett C test was performed to find out among which groups have the significant difference in Colleague/Parent concern levels. The results of the analysis indicated that EFL teachers working between 0-5 years had more Colleague/Parent centered concern level than those working for 6-15 years, 16-25 years and 26-more years.

Descriptive statistics of EFL teachers' Personal Development centered concern levels are given in Table 4.2.11. and the results of the One-Way ANOVA on the difference between the Personal Development Centered concern levels of the teachers and the professional experience are given in Table 4.2.12.

Table 4.2.11. *Descriptive Statistics of EFL Teachers on the Distribution of Personal Development Centered Concern Scores by Professional Experience*

Groups	N	\bar{x}	SD
0-5 Years	25	11.52	5.01
6-15 Years	99	7.89	4.23
16-25 Years	66	7.27	3.89
26- Years	10	4.90	1.52
Total	200	7.99	4.37

When the average scores of the EFL teachers were analyzed with descriptive statistics, it was seen that the levels of Personal Development centered concern decreased as the professional experience of the participants increased. However, it is noteworthy that a similar concern level was observed for the ones working for 16-25 years and those working for 6-15 years.

Table 4.2.12. *Results of One-Way ANOVA of the Differences between Personal Development Centered Concern Levels and Professional Experience of EFL Teachers*

Source of Variance	Sum of Squares	sd	Mean Squares	F	<i>p</i>	Dif.
Among Groups	441.77	3	147.25	8.567	.000	1-2, 1-3,
Within Group	3369.22	196	17.19			1-4, 2-4,
Total	3810.99	199				3-4

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis suggested that there was a significant difference between the level of Personal Development centered concern levels of EFL teachers in terms of their professional experience ($F=8.567$, $p<.001$). As Levene test showed that the data were not distributed homogeneously ($p<.05$), Dunnett C test was performed to find out among which groups had the significant difference in Personal Development concern levels. The results revealed that the teachers working for 0-5 years had a higher level of Personal Development centered concerns than those working for 6-15, 16-25 and 26-more years. Besides, the teachers working for 6-15 and 16-25 years had also higher concern levels than those working for 26-more years.

Descriptive statistics of the participating EFL teachers' Adjustment centered concern levels are given in Table 4.2.13 and the results of the One-Way ANOVA on the difference between the Adjustment Centered concern levels of the teachers and the professional experience are given in Table 4.2.14.

Table 4.2.13. *Descriptive Statistics of EFL Teachers on the Distribution of Adjustment Centered Concern Scores by Professional Experience*

Groups	N	\bar{x}	SD
0-5 Years	25	8.56	4.41
6-15 Years	99	6.37	3.49
16-25 Years	66	5.45	3.02
26- Years	10	3.90	1.72
Total	200	6.22	3.55

When the mean scores of the EFL teachers were analyzed in descriptive analysis, it was seen that Adjustment centered concern levels decreased with the increasing number of years of professional experience.

Table 4.2.14. *Results of One-Way ANOVA of the Differences between Adjustment Centered Concern Levels and Professional Experience of EFL Teachers*

Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Dif.
Among Groups	231.72	3	77.24	6.621	.000	1-3, 1-4, 2-4
Within Group	2286.59	196	11.66			
Total	2518.32	199				

P.S. 1: 0-5 years, 2: 6-15 years, 3: 16-25 years, 4: 26 and more years

The results of analysis showed that there was a significant difference between the levels of Adjustment centered concern levels of EFL teachers in terms of their professional experience ($F=6.621$, $p<.001$). As Levene test revealed that the data were not distributed homogeneously ($p<.05$), Dunnett C test was performed to find out among which groups have the significant difference in Adjustment centered concern levels. The results indicated that the teachers working for 0-5 years had higher Adjustment centered concerns than those working for 6-15, 16-25 and 26-more years. Moreover, the teachers working for 6-15 years also had higher Adjustment centered concern levels than those working for 26-more years.

4.3. Teaching Concern Levels of EFL Teachers in terms of Gender

The results of the T-test analysis for the Independent Samples in order to examine whether the teaching concern levels of the EFL teachers differed according to gender are given in Table 4.3.1 below.

Table 4.3.1. *T-Test Results of EFL Teachers' Teaching Concerns in terms of Gender*

Variable	Gender	N	\bar{x}	S	Sd	t	p
Task Centered	Female	145	23,50	10.18	198	-.332	.740
	Male	55	24,05	11.18			
Student/Communication Centered	Female	145	11,40	4.96	198	.286	.775
	Male	55	11,16	5.83			
Colleague/Parent Centered	Female	145	7,77	3.52	198	.482	.631
	Male	55	7,50	3.25			
Personal Development Centered	Female	145	8,02	4.45	198	.171	.865
	Male	55	7,90	4.20			

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Table 4.3.1. *T-Test Results of EFL Teachers' Teaching Concerns in terms of Gender (Continued from previous page)*

Variable	Gender	N	\bar{x}	S	Sd	t	p
Adjustment Centered	Female	145	6,23	3.65	198	.093	.926
	Male	55	6,18	3.32			
School Management Centered	Female	145	6,11	3.06	198	.388	.698
	Male	55	5,92	2.74			
Economic/Social Centered	Female	145	17,37	7.00	198	-.057	.955
	Male	55	17,43	7.50			

The results of the analysis revealed that the level of EFL teachers' Task, Student/Communication, Colleague/Parent, Personal Development, Adjustment, School Management and Economic/Social centered concern levels did not differ by gender ($p>.05$).

4.4. Teaching Concern Levels of EFL Teachers in terms of the Graduated Program

The results of the One-Way ANOVA conducted to examine whether the teachers' teaching concern levels differed according to the type of graduated program are given in Table 4.4.2, and the descriptive statistics are given in Table 4.4.1.

Table 4.4.1. *Descriptive Statistics Regarding the Distribution of the Task, Economic/Social, Personal Development, Adjustment, School Management, Colleague/Parent and Student/Communication Centered Concern Scores by the Graduated Program Types*

Variables	Groups	N	\bar{x}	SD
Task Centered	English Language Teaching	144	24.45	11.12
	English Language and Literature	29	20.37	7.80
	American Culture and Literature	7	20.28	8.45
	Translation and Interpreting	6	28.16	10.18
	Other	14	22.00	7.37
	Total	200	23.65	10.44
Economic/Social Centered	English Language Teaching	144	17.86	7.02
	English Language and Literature	29	15.20	7.84
	American Culture and Literature	7	14.71	4.92
	Translation and Interpreting	6	15.16	4.79
	Other	14	19.35	7.69
	Total	200	17.39	7.12
Personal Development Centered	English Language Teaching	144	8.34	4.56
	English Language and Literature	29	6.34	3.78
	American Culture and Literature	7	6.42	2.93
	Translation and Interpreting	6	10.00	3.16
	Other	14	7.78	3.76
	Total	200	7.99	4.37
Adjustment Centered	English Language Teaching	144	6.62	3.70
	English Language and Literature	29	4.82	2.81
	American Culture and Literature	7	6.14	3.02
	Translation and Interpreting	6	6.16	3.54
	Other	14	5.00	2.98
	Total	200	6.22	3.55

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Table 4.4.1. *Descriptive Statistics Regarding the Distribution of the Task, Economic/Social, Personal Development, Adjustment, School Management, Colleague/Parent and Student/Communication Centered Concern Scores by the Graduated Program Types (Continued from previous page)*

School Management Centered	English Language Teaching	144	6.41	3.17
	English Language and Literature	29	4.75	1.86
	American Culture and Literature	7	5.71	1.88
	Translation and Interpreting	6	5.50	2.34
	Other	14	5.50	2.79
	Total	200	6.06	2.97
Colleague/Parent Centered	English Language Teaching	144	7.97	3.71
	English Language and Literature	29	6.51	2.39
	American Culture and Literature	7	7.71	3.94
	Translation and Interpreting	6	8.50	2.50
	Other	14	7.00	1.88
	Total	200	7.70	3.44
Student/Communication Centered	English Language Teaching	144	9.03	3.33
	English Language and Literature	29	11.42	4.64
	American Culture and Literature	7	11.50	5.00
	Translation and Interpreting	6	8.85	3.18
	Other	14	11.33	5.20
	Total	200	24.45	11.12

When the average scores of EFL teachers in descriptive analyses were examined, it was seen that those who graduated from ‘English Language and Literature’ and ‘American Culture and Literature’ programs generally had higher Task centered, Economic/Social centered, Personal Development centered Adjustment centered, School Management centered, Colleague/Parent centered and Student/Communication centered teaching concern levels.

Table 4.4.2. *One-Way ANOVA Results regarding whether the Task, Economic/Social, Personal Development, Adjustment, School Management, Colleague/Parent and Student/Communication Centered Concern Levels differ in terms of Graduated Program Type*

Variables	Source of Variance	Sum of Squares	sd	Mean Square	F	P	Dif.
Task Centered	Between Groups	642.45	4	160.61	1.487	.208	-
	Within Groups	21058.75	195	107.99			
	Total	21701.20	199				
Economic/Social Centered	Between Groups	304.12	4	76.03	1.512	.200	-
	Within Groups	9805.46	195	50.28			
	Total	10109.58	199				
Personal Development Centered	Between Groups	138.04	4	34.51	1.832	.124	-
	Within Groups	3672.95	195	18.83			
	Total	3810.99	199				
Adjustment Centered	Between Groups	100.74	4	25.18	2.031	.092	-
	Within Groups	2417.58	195	12.39			
	Total	2518.32	199				
Colleague/Parent Centered	Between Groups	61.94	4	15.48	1.312	.267	-
	Within Groups	2302.05	195	11.80			
	Total	2364.00	199				

(Continue on next page)

Table 4.4.2. *One-Way ANOVA Results regarding whether the Task, Economic/Social, Personal Development, Adjustment, School Management, Colleague/Parent and Student/Communication Centered Concern Levels differ in terms of Graduated Program Type (Continued from previous page)*

Variables	Source of Variance	Sum of Squares	sd	Mean Square	F	P	Dif.
School Management Centered	Between Groups	74.54	4	18.63	2.157	.075	-
	Within Groups	1684.73	195	8.64			
	Total	1759.28	199				
Student/Communication Centered	Between Groups	308.772	4	77.193	2.966	.021	1-2, 1-7
	Within Groups	5075.783	195	26.030			
	Total	5384.555	199				

1: English Language Teaching, 2: English Language and Literature, 3: American Culture and Literature, 4: Linguistics, 5: Comparative Literature, 6: Translation and Interpreting, 7: Other

The results of the analysis indicated that the level of EFL teachers' Task, Economic/Social, Personal Development, Adjustment, Colleague/Parent, School Management and centered concern levels did not differ by the type of program they graduated from (Respectively $F=1.487$; 1.512; 1.832; 2.031; 1.312; 2.157, $p>.05$). However, a significant difference was found at Student/Communication centered concern level ($F=2.966$, $p<.05$). As the result of the Levene test, the data were found not to be distributed homogeneously ($p<.05$), therefore Dunnett C test was conducted to determine how the Student/Communication centered concern levels differed among the groups. Consequently, it was seen that EFL teachers who graduated from English Language Teaching program had a higher level of Student/Communication centered concern than those who graduated from English Language and Literature and Other.

4.5. Teaching Concern Levels of EFL Teachers in terms of the School Level They Worked with

The results of the One-Way ANOVA conducted to examine whether the Teaching concern levels of EFL teachers differed according to the school level they worked with are given in Table 4.5.1 and the descriptive statistics are given in Table 4.5.1.

Table 4.5.1. *Descriptive Statistics of the EFL Teachers' Distribution of Teaching Concern Scores by School Level They Work with*

Variables	Groups	N	\bar{x}	SD
Economic/Social Centered	Primary	19	28.42	12.14
	Secondary	83	22.98	10.24
	High school	69	21.44	8.74
	University	29	27.68	11.91
	Total	200	23.65	10.44
Student/Communication Centered	Primary	19	18.89	7.01
	Secondary	83	16.98	6.68
	High school	69	17.33	7.29

(Continue on next page)

Table 4.5.1. *Descriptive Statistics of the EFL Teachers' Distribution of Teaching Concern Scores by School Level They Work with (Continued from previous page)*

Variables	Groups	N	\bar{x}	SD
	University	29	17.68	8.19
	Total	200	17.39	7.12
Colleague/Parent Centered	Primary	19	12.63	5.94
	Secondary	83	11.38	5.36
	High school	69	11.00	4.55
	University	29	11.13	5.76
	Total	200	11.33	5.20
Personal Development Centered	Primary	19	9.05	3.80
	Secondary	83	7.19	3.26
	High school	69	7.65	3.34
	University	29	8.37	3.77
	Total	200	7.70	3.44
Adjustment Centered	Primary	19	10.42	4.86
	Secondary	83	7.73	4.26
	High school	69	7.46	4.13
	University	29	8.41	4.56
	Total	200	7.99	4.37
School Management Centered	Primary	19	6.52	4.16
	Secondary	83	6.45	3.74
	High school	69	5.75	2.96
	University	29	6.44	3.94
	Total	200	6.22	3.55
Task Centered	Primary	19	8.05	3.61
	Secondary	83	5.63	2.78
	High school	69	5.86	2.71
	University	29	6.41	3.22
	Total	200	6.06	2.97

When the average scores of EFL teachers were analyzed in descriptive analysis, it was seen that concern levels were close to each other in all sub-dimensions. However, it can be concluded that the teachers working at the Primary school level had higher scores than the others.

Table 4.5.2. *One-Way ANOVA Results regarding whether the EFL Teachers' Teaching Concerns Differ in terms of the School Level They Work with*

Variables	Source of Variance	Sum of Squares	sd	Mean Square	F	P	Dif.
Task Centered	Between Groups	1276.29	3	425.43	4.083	.008	1-2,
	Within Groups	20424.89	196	104.20			1-3,
	Total	21701.19	199				4-2, 4-3
Economic/Social Centered	Between Groups	59.26	3	19.75	.385	.764	-
	Within Groups	10050.31	196	51.27			
	Total	10109.58	199				
Student/Communication Centered	Between Groups	41.02	3	13.67	.502	.682	-
	Within Groups	5343.53	196	27.26			
	Total	5384.55	199				
Colleague/Parent Centered	Between Groups	69.65	3	23.21	1.984	.118	-
	Within Groups	2294.34	196	11.70			
	Total	2364.00	199				

(Continue on next page)

Table 4.5.2. *One-Way ANOVA Results regarding whether the EFL Teachers' Teaching Concerns Differ in terms of the School Level They Work with (Continued from previous page)*

Personal Development Centered	Between Groups	142.00	3	47.33	2.529	.059	-
	Within Groups	3668.99	196	18.71			
	Total	3810.99	199				
Adjustment Centered	Between Groups	22.99	3	7.66	.602	.614	-
	Within Groups	2495.32	196	12.73			
	Total	2518.32	199				
School Management Centered	Between Groups	96.31	3	32.10	3.784	.011	1-2,
	Within Groups	1662.96	196	8.48			1-3
	Total	1759.28	199				

1: Primary, 2: Secondary, 3: High school, 4: University

The results of the analysis reflected that there was no significant difference between the level of the EFL teachers' Economic/Social, Student/Communication, Colleague/Parent, Personal Development and Adjustment centered concern levels and their school level (Respectively $F=.385$; $.502$; 1.984 ; 2.529 ; $.602$, $p>.05$). However, there was a significant difference between the groups in Task centered and School Management centered concern levels (Respectively $F=4.083$; 3.784 , $p<.05$). As a result of the Levene test, the data were found to be distributed homogeneously ($p>.05$), thus LSD test was performed to find among which groups had significant difference. Consequently, it was seen that in the Economic/Social centered concern level, EFL teachers working in primary and university institutions had a significantly higher level of concern than those working at Secondary and High School levels. In term of the School Management Concern level, it was observed that EFL teachers working at Primary level had higher concern scores than those working at Secondary and High School level.

4.6. Teaching Concern Levels of EFL Teachers in terms of Their Age

In order to examine whether the teaching concern levels of the EFL teachers differed by their age, correlation analysis was conducted and the results are given in Table 4.6.1.

Table 4.6.1. *Correlation Analysis Results to Examine whether the teachers' Teaching Concern Levels Differ by Their Age*

	1.	2.	3.	4.	5.	6.	7.	8.
1.Age	1	-.343**	-.229**	-.342**	-.281**	-.336**	-.320**	-.300**
2.Task		1	.455**	.779**	.783**	.732**	.527**	.601**
3.Economic/Social			1	.381**	.442**	.557**	.667**	.599**
4.Student/Communication				1	.636**	.610**	.473**	.468**
5.Celloague/Parent					1	.739**	.535**	.651**
6.Personal Development						1	.583**	.589**
7.Adjustment							1	.523**
8.School Management								1
\bar{x}	36.58	23.65	17.39	11.33	7.70	7.99	6.22	6.06
SD	7.33	10.44	7.12	5.20	3.44	4.37	3.55	2.97

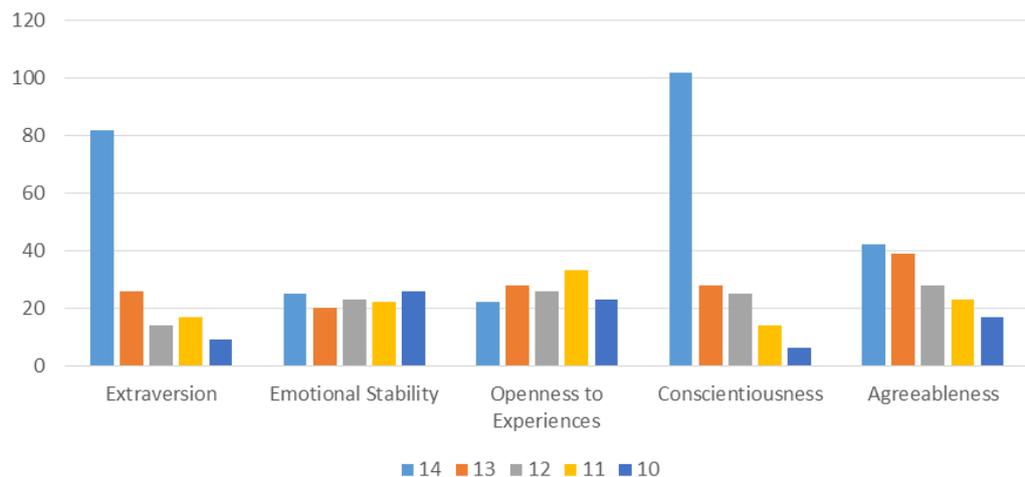
** $p < .01$

The results obtained from the correlation analysis indicated that the ages of the EFL teachers were negatively related to their Task centered ($r = -.343$; $p < .05$), Economic/Social centered ($r = -.229$; $p < .05$), Student/Communication centered ($r = -.342$; $p < .05$), Colleague/Parent centered ($r = -.281$, $p < .05$), Personal Development centered ($r = -.336$; $p < .05$), Adjustment centered ($r = -.320$; $p < .05$) and School Management centered ($r = -.300$; $p < .05$) teaching concerns.

4.7. Descriptive Statistics on Personality types of EFL teachers

Table 4.7.1 shows statistical findings on the frequency values of the scores of the participating EFL teachers from five different personality types.

Table 4.7.1. *Descriptive Statistics on Dominant Personality Types of EFL teachers*



When Table 4.7.1.1 is examined, it can be seen that with the total of 14, 13, 12, 11 and 10 points; there are 148 teachers whose Extraversion personality type was dominant, 116 teachers whose Emotional Stability personality type was dominant, 132 teachers

whose Openness to Experiences personality type was dominant, 175 teachers whose Conscientiousness personality type was dominant, and 149 teachers whose Agreeableness personality type was dominant. According to the scores obtained, the most dominant personality type was Conscientiousness and the least dominant was Openness to Experiences.

4.8. The Relationship between EFL Teachers' Teaching Concern Levels and Their Personality Types

4.8.1. Correlation Analysis

The results of the correlation analysis (N = 200) conducted to test the relationships between the teaching concern total points and personality types of EFL teachers are presented in Table 4.8.1.1 below.

Table 4.8.1.1. *Correlation Analysis Results for Relationship between Teaching Concern Total Points and Personality Types (N = 200)*

Variables	1.	2.	3.	4.	5.	6.
1.Extroversion	1	.167*	.369**	.460**	.191**	-.265**
2.Emotional Stability		1	.168*	.285**	.285**	-.362**
3.Openness to Experience			1	.294**	.107	-.146*
4.Conscientiousness				1	.197**	-.340**
5.Agreeableness					1	-.250**
6.Teaching Concerns						1
Total						

The results of the analysis showed that all personality types (Extroversion $r=-.265$, Emotional Stability $r=-.362$, Openness to Experience $r=-.146$, Conscientiousness $r=-.340$, and Agreeableness $r=-.250$) was negatively correlated with the teaching concerns of the participating EFL teachers, which means that when the mentioned personality types were dominant, teaching concern levels experienced by the person were expected to be lower.

The results of the correlation analysis (N = 200) conducted to test the relationships between the teaching concern levels and personality types of EFL teachers are presented in Table 4.8.1.2 below.

Table 4.8.1.2. *Correlation Analysis Results for Relationship between Teaching Concern Levels and Personality Types (N = 200)*

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1.Task	1	.455**	.779**	.783**	.732**	.527**	.601**	-	-	-.184**	-.385**	-.252**
2.Economic/ Social		1	.381**	.442**	.557**	.667**	.599**	.348**	.348**	-.027	.198**	-.121
3.Student/ Commun.			1	.636**	.610**	.473**	.468**	-	-	-.190**	-.386**	-.282**
4.Colleague/ Parent				1	.739**	.535**	.651**	-	-	-.193**	-.299**	-.211**
5.Personal Dvlpment					1	.583**	.589**	-	-	-.118	-.242**	-.223**
6.Adjustment						1	.523**	-.114	-	-.029	-.171*	-.191**
7.School Management							1	-.124	-	-.107	-.243**	-.069
8.Extroversion								1	.167*	.369**	.460**	.191**
9. Emotional Stability									1	.168*	.285**	.285**
10.Opennes to Exprnce										1	.294**	.107
11.Conscien- tousness											1	.197**
12.Agree- ableness												1
\bar{X}	23.65	17.39	11.33	7.70	7.99	6.22	6.06	11.59	10.04	10.42	12.55	11.34
SD	10.44	7.12	5.20	3.44	4.37	3.55	2.97	2.80	2.81	2.58	2.01	2.29

** $p < .01$, * $p < .05$

The results obtained from the correlation analysis showed that Extraversion was negatively correlated with Task centered ($r = -.348$; $p < .01$), Student/Communication centered ($r = -.308$; $p < .01$), Colleague/Parent centered ($r = -.238$; $p < .01$) and Personal Development centered ($r = -.224$; $p < .01$) concerns, which means that teachers whose Extraversion personality traits are dominant seem to have lower levels of teaching concerns of Task, Student/Communication, Colleague/Parent, and Personal Development.

Emotional Stability was negatively correlated with Task centered ($r = -.348$; $p < .01$), Economic/Social centered ($r = -.198$; $p < .01$), Student/Communication centered ($r = -.370$; $p < .01$), Colleague/Parent centered ($r = -.350$; $p < .01$), Personal Development centered ($r = -.298$; $p < .01$), Adjustment centered ($r = -.223$; $p < .01$) and School Management centered ($r = -.223$; $p < .01$) concerns, which means that these teaching concern types are expected to be lower with teachers who has dominant Emotional Stability.

Openness to Experience was negatively correlated with Task centered ($r = -.184$; $p < .01$), Student/Communication centered ($r = -.190$; $p < .01$) and Colleague/Parent centered ($r = -.193$; $p < .01$) concerns; which means that teachers with dominant Openness to Experience personality type seem to have lower Task, Student/Communication, and Colleague/Parent centered concern levels.

Conscientiousness was negatively correlated with Task centered ($r=-.385$; $p<.01$), Student/Communication centered ($r=-.386$; $p<.01$), Colleague/Parent centered ($r=-.299$; $p<.01$), Personal Development centered ($r=-.242$; $p<.01$), Adjustment centered ($r=-.171$; $p<.05$) and School Management centered ($r=-.243$; $p<.01$) concerns, which means that these concern types are expected to be lower with teachers whose Conscientiousness personality type is dominant.

Finally, Agreeableness was negatively correlated with Task centered ($r=-.252$; $p<.01$), Student/Communication centered ($r=-.282$; $p<.01$), Colleague/Parent centered ($r=-.211$; $p<.01$), Personal Development centered ($r=-.223$; $p<.01$) and Adjustment centered ($r=-.191$; $p<.05$) concerns, which means that teachers with dominant Agreeableness personality type appear to have lower level of Task, Student/Communication, Colleague/Parent, Personal Development and Adjustment centered concerns.

4.8. Findings from Qualitative Data

Semi-structured interviewing technique was used in the study, and the data were analyzed through content analysis technique by coding the participating EFL teachers' concerns under specific themes. The following themes regarding their teaching concerns were identified:

1. students
2. parental involvement
3. professional development and competence
4. instructional insufficiencies
5. economic and social contexts
6. management

4.8.1. Concerns about Students

This theme reflects the participant teachers' concerns about students. Interviews conducted in Turkish have shown that EFL teachers were particularly concerned about students in two areas: the students' lack of discipline and the lack of interest in the lesson.

In terms of the lack of discipline, 20% of the teachers interviewed stated they were concerned that the students were undisciplined. They complained that there were insufficient practices and guidelines for providing discipline at school.

“I think students do not pay much attention to the discipline rules because they are not given enough punishments. Therefore, students today are more self-oriented, they do not respect their teachers.” T1, (Secondary school EFL teacher)

“Especially 9th grade students are the most problematic ones in terms of discipline. In high schools, when the discipline rules and detentions are not sufficient, it is difficult to achieve discipline, which gives me the most intense concern.” T4, (High school EFL teacher)

Moreover, one of the biggest concerns that the teachers experienced in general was students' lack of interest in class activities and learning. Approximately 70% of the participant EFL teachers stated that the students' indifference to the lesson worried them. It was observed that, regardless of the age group and school diversity, the teachers from each group had some degree of concerns about their students' indifference to the course.

“Here, students don't like when I apply new and different activities. As they have everything, the things which I assume different don't attract their attention. So they remain indifferent to the lessons.” (T3, Primary school EFL teacher)

“The students' indifference to the lesson has really frustrated me. It is really hard and demanding to be able to attract their attention and make them participate.” (T9, High school EFL teacher)

As it can be concluded from these opinions, the teachers thought that some students were indifferent and disinterested since these students cannot motivate themselves for English classes. In addition, the participating teachers considered that students were not interested in English and they did not give importance to English lessons because they did not have goals related to English, or even a specific way to follow in life. It was also stated by the teachers that the students were mostly interested in passing classes rather than actually learning English and therefore did not show the necessary care and attention. We can say that the students were mostly extrinsically motivated and they didn't try hard to speak in English. It seemed that this situation caused teachers to have concerns about how they can attract students' attention.

“My biggest concern is to find some ways to catch their interests. I think this branch has a general concern about that. I observe that children don't enjoy English classes, they don't want to learn so I always ask myself how to attract their attention, their willingness.” (T2, Primary school EFL teacher)

4.8.2. Concerns about Parental Involvement

This theme reflects the parent-oriented concerns of the teachers. 60% of the participant EFL teachers stated that they had concerns about parents. As it is understood, the concerns of the teachers about parents focus on the participation of parents in the educational process. Especially, the teachers working at primary, secondary and high school levels emphasized that families were not interested in their children at all; they did not participate in the education process, they did not care about their children's success or failures and needs, which led to a failure in the connection between school and the family. On the other hand, some teachers, especially at high school level, stated that in some cases some parents had a tendency to exaggerate their participation and reflect some unrealistic expectations, which caused pressure on both the teacher and the student, drawing teachers into an excessive effort to prove themselves to the parents. The following opinions are examples of teachers' concerns on this issue:

“Parents’ expectations can vary and this causes a stress on you. Some don’t expect any success from their children so they are as much indifferent as they can be. On the other hand, some parents have so many expectations from their children that their only interest is their children. Sometimes they can speak in a way that is accusing or holding you responsible about everything. That is, if parents get too involved, it becomes a concerning element; however, if they don’t get involved in any way, it becomes a concerning element as well.” (T2, Primary school EFL teacher)

20% of the teachers who stated their concerns about parents, especially their lack of interest, emphasized that this was due to the familial problems.

“I have concerns about parents rather than students actually because they don’t get involved in their children’s education, and this is due to familial problems. Unfortunately, such problems are really high here, such as economic problems or domestic violence. This situation makes me anxious.” (T1, Secondary school EFL teacher)

“For a child’s success, school, teacher and parents must work in cooperation. However, we don’t have the ‘parents’ part in this triangle. Of course there is a reason behind it and it is the familial problems such as divorced parents or unsteady family life. We can’t even reach parents sometimes.” (T5, High school EFL teacher)

As can be seen from the above opinions, we can say that children who have familial problems were affected negatively by this situation and this negativity was reflected in the classroom, causing teachers to feel some concerns. According to the participants’ statement, we also understand that parents were not able to deal with their children properly because of the problems they faced and that they were not interested in their children's needs, problems, successes and failures. This situation led to a shortage in terms of teacher, school, and family cooperation, and thus, caused concerns for the teachers.

4.8.3. Concerns about Professional Development and Competence

This theme reflects the concerns of the EFL teachers about their professional development and competences in the interviews. When the data were examined, it was seen that 95% of the participant teachers had concerns with this issue. It was also seen that this concern was shared by, many teachers working with any grade. Some of the statements of the participants are as follows:

“I think we cannot get the necessary support from Ministry of Education. Sufficient and to the point in-service trainings and an access to necessary sources for our classes would create wonders among us, but unfortunately, there aren't any of these facilities.” (T12, High school EFL teacher)

“We need to develop ourselves professionally, this is a must. Most of us just come to our lessons, get it done and go home. We need to read more, participate in seminars, webinars more. But I can say that there are tons of unneeded paper work loaded to teachers. These consume us and even if we have concerns about developing ourselves, we don't have enough motivation left, which doubles the concerns actually.” (T11, High school EFL teacher)

“Sometimes, the institutions change ways in applications, but they don't give the necessary in-service training to adapt the teachers. As a result, teachers' unpreparedness constitutes huge problems and concerns. This can be a subject of a thesis on its own.” (T14, University preparation class EFL teacher)

As the above sample views of the participant teachers show, they thought they did not find sufficient support and opportunity from the institutions and upper institutions related to their professional development, the necessary care was not given to the in-service trainings of teachers, the necessary professional development opportunities were not provided especially on the basis of their branch. It was among the raised concerns that as teachers could not develop themselves in terms of their profession sufficiently because of some economic inadequacies or the unneeded/heavy workload of teachers, they needed more support and opportunities. In addition, in some cases, the teachers stated that they could not be prepared adequately with the necessary trainings for varying or changing applications, which also gave them a cause to feel concerned.

Moreover, 20% of the participating teachers, especially the teachers working at primary level, expressed that they were concerned about improving themselves to keep up with the changing systems, students and the changing world every year. Especially the teachers working with small age groups were concerned that they could not keep up with them as their age progressed and they were concerned about not being able to address

their age. Some examples of the views of the participating teachers on this subject were given below:

“I have high concerns about keeping up with the children. I am rather young now so I can catch up with their energies, their never ending questions. However, when I think about 10 years later, I cannot be sure if I would continue working in a primary school.” (T7, Primary school EFL teacher)

“I have some concerns as every teacher can. My concern is about being able to keep up with the changing world, especially technology, and changing students.” (T8, Primary school EFL teacher)

One of the conclusions from these findings is that the biggest concern of the teachers regarding their professional competencies was related to their classroom management. Due to a lack of experience in the first years of the profession, the effort to cope with different and problematic students in the following years caused the teachers to worry about their own class management. Another concern related to their professional competences was about their efforts to put English into practice for their students, increase their productivity by using different techniques and methods, and raise their students' success.

“I think my biggest concern is not to manage the class effectively. Especially in my first years of teaching, I didn't know what to do about classroom management. As my experience increased, I developed myself about taking the control of the class.” (T15, University preparation class EFL teacher)

“I have concerns about classroom management as well. Today's children are really desperate. It is not enough to warn them, yell at them, talk to them, make them engage with something. Even talking to their parents is not a solution. I have problems about controlling the class.” (T3, Primary school EFL teacher)

4.8.4. Concerns about Instructional Insufficiencies

This theme reflects the concerns of the participant teachers about the deficiencies in the instructional environment and the effects of the current system on teachers. 55% of the teachers expressed a concern about these issues and some statements are as follows:

“I wish we had an English classroom or an English street in our school but this is of course impossible, as there is no room to do that and we don't have enough materials. We don't even have sufficient source books and we are not allowed to use extra sources except for the ones Ministry of Education has sent us. We don't have English story books, either. Apart from all of these, we don't have enough English lessons. Therefore, we are always in a hurry to complete the curriculum before the term ends. This gives me a constant pressure.” (T1, Secondary school EFL teacher)

“We have 20 class hours in a week and I don’t think that this is enough because we have lots of topics to cover. As the exams are common, we need to complete all of them before the exam. And I have concerns about it as I want to prepare my students to the exam really well.” (T16, University preparation class EFL teacher)

As can be seen from the examples above, teachers stated that they lacked the materials and resources that will help increase the quality of education in their schools and classes. A lack of technological equipment in classrooms and a lack of books and resource books were observed to constitute the most intense concern for the teachers who complained of their inadequate instructional environment. In addition, most of the teachers expressed that the number of English classes within a week was insufficient. This issue was a source of concern for teachers working at all levels: primary, secondary and high schools and universities. According to the findings, the limited number of course hours caused teachers to worry about not having enough time to complete all important issues in the curriculum and not having enough time for trying different teaching techniques.

Some of the participating teachers expressed concerns about the inadequacy and dysfunction of the language education system in Turkey. Two of the concerns posed by the current system to the teachers were stated to be the high degree of tolerance to be given to students and parents, and a lack of adequate support to the teachers in terms of regulations (as mentioned in the concerns about professional development and competence). The fact that the class sizes are very high and the steps to correct this issue are not taken into consideration with some scientific studies to change these negativities in the English education policies was observed to fuel these teachers' concerns about their instructional environment.

“I have concerns about the education system. The system favors parents and forces us to give a very high level of tolerances toward students, which affects teachers and their teaching quality and morale negatively. Teachers should be supported more I think, so we don’t have to ask ourselves questions like who I am, what I am doing here or will I achieve success with this group of learners.” (T5, High school EFL teacher)

“I have concerns about the English language teaching policies in our country. For instance, books should be revised and more effective ones should be selected, English class hours should be increased, preparatory classes should be provided again in high schools. But nothing changes as time passes and the problems remain without any solutions. Also, I think class sizes should be less, especially in language classes.” (T13, High school EFL teacher)

In addition, some of the participating teachers stated that they were concerned about falling from the norm of the staff or being extra in their school's norm. When teacher candidates graduate, there are two tests they need to succeed in. They first take Kamu Personeli Seçme Sınavı (KPSS), which is an exam conducted in Turkey assign teachers, and if they earn certain scores in this test, they apply to the Ministry Education to be hired as teachers. New hiring practices of the Ministry Education includes an oral interview so if they can perform well in these oral tests/interviews, they are appointed to schools where there is a need for language teachers around the country (MEB Öğretmen Atama ve Yer Değiştirme Yönetmeliği, 2015). Taking into consideration these requirements, hiring or replacing practices with interviews seemed to lead teachers and teacher candidates to feel high concerns about possible unfairness in the future.

"If teachers are selected with interviews done by some local authorities, I am afraid there would be some unfairness. Even current teachers could be fired as a result of this and I am really concerned about this new practice of hiring. And also Ministry of Education updates the required numbers of teachers in each district every year and sometimes the numbers decrease. Then, some teachers are being sent to some other schools against their will. I am also concerned that this would happen to me some day in the future." (T7, Primary school EFL teacher)

4.8.5. Concerns about Economic and Social Contexts

This theme reflects the concerns of the participant teachers about the economic income they earn from their professions, its reflection on their social-cultural activities and their social reputation. 80% of the teachers expressed their concerns about this issue as follows:

"My biggest concern is about economic aspect of my job because the salary we receive is not enough and we don't get what we deserve. I devote myself to my job, to my students and in return, the money I earn does not cover my needs." (T10, High school EFL teacher)

"Economic situation does not concern me very much because we cut our coat according to our cloth. However, what we earn does not meet our efforts. I think teaching deserves more than that." (T16, University preparation class EFL teacher)

As can be understood from what the teachers said, it would not be wrong to state that teachers saw the salary they received insufficient. While a few teachers declared that this was a great concern for them, most of them indicated that this did not give them a big concern because they learnt to shape their expenses according to the salary they received and they tried not to exceed it. However, most of the teachers with this view stated that they did not experience a big concern because they lived with their partners who received

a salary as well, and emphasized that if they had been the one earning the only income for the family, this would have definitely led to great concerns; therefore, they also thought that the salary was away being sufficient. In addition, 60% of the teachers stated that the importance and the difficulty of the work, and the efficiency of their efforts were not reflected in the salary they received efficiently. In fact, they stressed that the work they did actually deserved more, and that due to this economic insufficiency earned from teaching, the respect and admiration for the teaching profession in the society decreased in years. When the opinions of the participant teachers were examined, it can be said that even if they were not happy about the insufficient amount of the salary they received, the decreasing reputation of the profession and their lack of status in the society constituted a big concern for them.

“The only thing I can say is that teaching deserves more respect as a profession. To gain respect in society, obviously one should get more money, as in today’s world, the more you earn, the higher status in the society you receive. That’s why I think that if we make more money from our job, people will more likely see the teaching profession differently and start showing more respect, as it really deserves.” (T10, High school EFL teacher)

In addition, all of the teachers who argued that their salary was insufficient stated that they were able to provide money only for their basic needs; consequently, they could not put aside some money for their needs of social-cultural activities. We can say that this situation prevented them from spending enough for their personal, social and professional development and they could not participate in social-cultural activities with the help of that they could relax psychologically.

“I know that I need to develop myself professionally as students change, and the world changes with every year. However, professional or personal development is all about your budget. Just one book today is not less than 20 or 30 liras. Also, we are humans, we need social relations. But one activity outside costs you more than what your budget allows. For example, I love going to the cinema, it relaxes me but I haven’t gone to a movie since we had our second child because our household income is only enough for our basic needs and our children’s expenses.” (T2, Primary school EFL teacher)

4.8.6. Concerns about Management

This theme reflects the concerns of participating teachers about school administration. 30% of the teachers expressed concerns about their school administration.

The most important concern about school management was seen as the possibility of being treated unfairly and unequally. Some teachers had a concern about the fact that

the administrators had a biased attitude or had a potential for a biased attitude towards the teachers they were intimate with or share similar political opinions or worldviews.

“The school where I worked from the first one to the one at present had problems in terms of the administration. There were unbelievable injustices among the way they treated teachers. And we could do nothing about it, we had to endure it. This was really hard for me and made me think about quitting the job altogether. However, I managed to overcome those concerns and hardship. Now in this school I don’t have such big concerns, but there is always some unfairness.” (T18, University preparation class EFL teacher)

Another concern expressed about the management was that school administrators were seen by the participating teachers as ones not behaving according to the procedures of the school administration. In other words, they acted as a control mechanism rather than a solution-oriented authority. In addition, the teachers stated that the school managers tried to crush teachers with their superior or down-looking attitudes.

“I have no worries about my colleagues in this school, but I can’t say the same for the school management. They act like they are our boss, they care about controlling us, the teachers, not the students, and they do not try hard to achieve discipline in the school. However, what they are not well aware is that they are not above us, we are all co-workers here. They even boss around when they are only talking to us. This is really disturbing and gives me a lot of concern about the quality of professionalism in here.” (T4, High school EFL teacher)

CHAPTER V

DISCUSSION AND CONCLUSION

In this part of the study, the discussion of the results obtained from the data collected from EFL teachers participating in the study and a discussion and comparison of these results with those of other related studies are presented.

5.1. Discussion on the Results of Teaching Concerns

When the results of the study are examined, it can be said that EFL teachers who participated in the study had a low level of teaching concern in general, as it was seen that the general average of the score obtained from the Teaching Concern Scale was below 2.

When the sub-dimensions were examined one by one, based on the data obtained, it was found that the type of concern which teachers experienced the most intensely was Economic/Social centered concerns (mean=2.48), while the lowest type of concern was Colleague/Parent centered concerns (mean=1.54). The fact that Economic/Social Centered concerns were the highest was a surprising result as similar studies in the literature reached different results. For example, in Swennen, Jörg and Korthagen's study (2004), the participating student teachers were seen to be most concerned about task centered issues. Atmaca (2013) also found in his study that the highest concern specified by the participating pre-service teachers was task-centered concerns.

5.2. Discussion on the Results of Teaching Concerns in Terms of Demographic Variables

In accordance with the purpose of the study, the concern level of the EFL teachers was examined in terms of the demographic variables obtained by the Personal Information Form. In essence, the examination aimed to see whether the concern levels differed in terms of those variables. When the concern levels of EFL teachers were examined in terms of gender, it was observed that the teachers' concern levels did not differ in any sub-dimension according to gender. In the literature, there were contradictory results regarding the effect of gender, as some studies found it to be a significant variable, while some others did not. For instance, teaching concerns did not differ significantly according to gender in the studies by Ghaith and Shaaban (1999), and

Ünaldı and Alaz (2008), similar to the present study. However, Sürücü (2012) revealed in his study that female students had higher self-centered, task-centered and student-centered concern levels than male students. Moreover, Yaylı and Hasırcı (2009) also found that gender had a significant difference on teaching concerns, as female students in their study had higher level of teaching concerns than male students.

When we look at the relationship of EFL teachers' teaching concerns with their professional experience, it was observed that the levels of Economic/Social centered, School Management centered, Task centered, Student/Communication centered, Personal Development centered and Adjustment centered concerns decreased significantly as their professional experience increased. However, only in Colleague/Parent centered concern, it was seen that EFL teachers working for 16-25 years had a higher level of Colleague/Parent concern than those working for 6-15 years. The results of the present study seemed to be in accordance with the similar studies in the literature. Ghaith and Shaaban (1999) found out in their study that experience decreased teachers' teaching concerns. Similarly, in their study, Reeves - Kazelskis and King (1994) revealed that as the participating student-teachers' experience increased, their teaching concern levels decreased. Pigge and Marso (1997) also found that over the years, teachers' self-centered concerns seemed to be decreasing significantly. In addition, Yaylı and Ekizler (2015), in their study, revealed that pre-service teachers had significantly higher level of teaching concerns than in-service teachers, as the in-service teachers' experience and self-efficacy for teaching profession were higher.

When looking at the relationship between the EFL teachers' graduated program type and their teaching concern levels, the analysis showed that there was no significant difference between the program type they graduated from and Task centered, Economic/Social centered, Personal Development centered, Adjustment centered, Colleague/Parent-centered and School Management centered concern levels. Nevertheless, it was found that EFL teachers who graduated from English Language Teaching programs had significantly higher levels of Student/Communication centered concerns than those who graduated from English Language and Literature and Other programs. Similarly, Adıgüzelli (2015) also found in his study that teacher candidates from different departments had significantly different levels of teaching concerns. For example, pre-service teachers studying in the Turkish Department were found to have a higher concern level than those in the other departments.

As a result of the analyses conducted in order to investigate whether EFL teachers' teaching concern levels differed according to the school level they worked with, it was seen that all sub-dimensions were close to each other in general. Yet, EFL teachers working at Primary level appeared to receive higher scores than others. When the differences of points were analyzed statistically, it was clear that there was no meaningful difference between Economic/Social, Student/Communication, Colleague/Parent, Personal Development and Adjustment centered concern levels and the grade the teachers worked with. However, a significant difference was found in Task centered and School Management centered concern levels. Primary school and University EFL teachers seemed to experience significantly higher Task centered concerns than Secondary and High School EFL teachers. In addition, Primary school EFL teachers appeared to have higher School Management centered concerns than Secondary and High School EFL teachers.

5.3. Discussion on the Results of the Relationship between EFL Teachers' Teaching Concern Levels and Their Personality Types

With the analyses conducted to test the relationship between the teaching concern levels and personality types of EFL teachers, it was examined one by one whether there was a relationship between personality types and the sub-dimensions of teaching concerns.

The results of the analyses revealed that there was a significant negative relationship between personality types and Task centered concern level. According to this finding, it can be said that Task centered concern levels of EFL teachers whose Extraversion, Emotional Stability and Conscientiousness personality types were dominant were lower than the others. When we look at the relationship of personality types with Economic/Social centered concern level, it can be seen that Emotional Stability personality type was in a negative meaningful relationship with this concern type. In other words, it can be said that teachers with dominant Emotional Stability personality type had less Economic/Social centered concern than the others. When the relationship between Student/Communication centered concern level and personality types was examined, it was seen that personality types was in a negative relationship with this type of concern. In the light of the statistical analysis, it can be said that teachers with Emotional Stability, Responsibility and Agreeableness personality types had less Student/Communication centered concern than the others.

The analysis showed that there was a significant relationship between personality types and the level of Colleague/Parent concern. Accordingly, it can be said that the level of Colleague/Parent centered concern of the teachers whose Emotional Stability and Conscientiousness personality types were dominant were less than the others. When we looked at the relationship between personality types and Personal Development centered concern level, we saw a negative relationship between personality types and this concern type. The level of Personal Development centered concerns of the teachers whose Emotional Stability personality type was dominant appeared to be less than the others. As a result of the analysis, it was seen that personality types had a negative relationship with Adjustment centered concern level. When Emotional Stability personality type was dominant, the level of Adjustment centered concern was less than the others as well. The results also showed that there was a negative relationship between personality types and School Management concern level, which meant that teachers with Emotional Stability and Conscientiousness personality types had less School Management Centered Concern than others.

In general, when examining the relationship of personality types and teaching concern levels, Extroversion, Neuroticism and Conscientiousness personality types came to the fore. Especially, it is noteworthy that Neuroticism / Emotional Stability personality type had a statistically significant relationship with all types of teaching concerns. The results of this study revealed a significant relationship between personality types and teaching concerns experienced by EFL teachers.

In the literature, one can clearly see that the effects of the personality on areas related to teaching and teaching profession were studied in detail. Fontana and Abouserie (1993), in their study, examined the relationship between stress levels and personality dimensions and found significant correlations between personality dimensions and stress levels. Mete (2006) aimed at revealing the relationship between job satisfaction and personality traits of primary school teachers and revealed that there was a positive relationship between extraversion and internal satisfaction, between extraversion and general satisfaction, between self-discipline / responsibility and external satisfaction. Thus, it was revealed that teachers' personality traits were related to job satisfaction. Istengel (2006) examined the relationship between the personality traits of the school counselors and their work stress and stated that there was a significant correlation between work stresses and personality traits such as dominance, relation with the opposite sex,

designation, self-confidence and masculine characteristics, and self-blame. Basım, Begenirbaş and Yalçın (2013) aimed at determining the effects of emotional exhaustion on the personality traits of teachers and concluded that there was a positive and significant relationship between these two.

With a focus on the relationship between teaching concern level and their personal characteristics of Turkish teacher candidates, Çelik (2017) used Eysenck Personal Questionnaire and Teaching Concern Scale by Cabı and Yalçınalp as data collection tools. According to the results, it was found that except for psychoticism, personal traits predicted concern level. Extraversion and lying personality traits were found to be correlated with the teaching concerns positively, while emotional stability trait appeared to be negatively correlated with the concern levels. These findings seem to be in accordance with the ones in the present study. Another similarity between the present study and Çelik's study was that in both studies, a significant relationship between personality types and teaching concerns was revealed.

5.4. Discussion on the Findings on Teaching Concerns from the Qualitative Data

The findings obtained through semi-structured interviews with EFL teachers participating in the study were analyzed through content analysis technique by coding the participating EFL teachers' concerns under 6 specific themes. These themes were titled as concerns about students, parental involvement, professional development and competence, instructional insufficiencies, economic and social contexts and management. When each theme is examined, we can see that 70% of the participating EFL teachers mentioned they had concerns about students, 60% revealed they had concerns about parental involvement, 95% mentioned they had concerns about professional development and competence, 55% showed that they had concerns about instructional insufficiencies, 80% mentioned they had concerns about economic and social contexts, and 30% of the teachers revealed they had concerns about management. Compared to the results of the quantitative data, which reflected low level of concern in general, the findings of the qualitative data appeared to be quite high in terms of the percentages. This change may result from the fact that in semi-structured interviews, the participating EFL teachers had no boundaries as they had in the questionnaire, and they reflected their concerns as they wished. Therefore, it is vital to examine the participating EFL teachers' concerns and their reasons behind these concerns via qualitative tools of investigation to be able to see the big picture.

It is also worth mentioning that the themes reflecting the participating EFL teachers' concerns largely coincided with the sub-dimensions of the Teaching Concern Scale, as the concern types such as student-centered, economic/social-centered, parent-centered, personal development-centered and school management-centered concerns were common in both quantitative and qualitative analysis results. Yet, there were some differences as well. For example, adjustment-centered concerns and colleague-centered concerns were not mentioned by the teachers who were interviewed. However, the theme 'concerns about instructional insufficiencies' was not related to any of the sub-dimensions in the Teaching Concern Scale.

When examining the concerns about students, it can be seen that although their levels of concerns about students were found low in the quantitative data, most of the teachers (70%) interviewed stated concerns about this issue. This difference may have resulted from two main reasons. The first one is that in the Teaching Concern Scale, concerns about students were categorized with concerns about communication (Student/Communication centered concerns), whereas interviewed EFL teachers focused only on their concerns about students. 'Communication' aspect of the scale could have lowered the score which these EFL teachers received from this sub-dimension. Secondly, questions on student-centered concerns on the scale may not have the necessary quality to enable teachers to reflect their concerns on this issue. In the interviews, EFL teachers declared that the reasons for experiencing student-centered concerns were students' lack of discipline or interest in classes. Yet in the scale, there were not any questions to cover these aspects.

As it can be seen, 60% of the interviewed EFL teachers revealed their concerns about parents, which has a quite high percentage. Surprisingly, the sub-dimension which involved parent-centered concerns was the lowest scored concern type in the Teaching Concern Scale. The reason behind this difference appears to be similar to the ones with student-centered concerns. The sub-dimension involving parent-centered concerns also included colleague-centered concerns (Colleague/Parent Centered concerns). Yet, the interviewed EFL teachers reflected no concern about their colleagues; they only reflected a high level of concerns about parents. Moreover, the data obtained from the interviews exposed that these teachers' concerns about parents were mostly related to their involvement in their children's teaching-learning processes. The teachers stated that parents got either too much involved in the process, or did not get involved at all.

However, the only direct question related to parents in the scale was about parents finding the teacher insufficient, which did not cover or was even related to the participating EFL teachers' actual reasons for their parent-centered concerns.

When concerns about school management were examined, similar levels of concerns were obtained both in qualitative and quantitative data analysis, as both reflected rather a low level of concerns about this issue. This similarity may have resulted from the fact that both questions from the Teaching Concern Scale and reasons interviewed EFL teachers reflected consisted of similar content, such as unfairness, biased attitudes and controlling behaviors of school management.

One of the most striking similarities between the results of Teaching Concern Scale and the findings from the interviews may be related to economic / social centered concern, as Economic/Social centered concerns were the highest concern type in the scale and 80% of the interviewed EFL teachers mentioned that they had concerns about their economic and social contexts. Similar to the concerns about school management, concerns related to economic and social contexts consisted of parallel topics both in the scale and in the interviews. Participating EFL teachers appeared to be concerned with low and insufficient income for their basic and social needs, and they complained about a decreasing perception of respect toward teaching profession.

Another difference between the results obtained from the quantitative and qualitative data was related to personal or professional development of these EFL teachers. While they showed relatively low level of Personal Development centered concerns in the Teaching Concern Scale, 95% of the interviewed EFL teachers mentioned that they had concerns about their own professional development and competence. The reason behind this difference may have resulted from the fact that in the scale, the EFL teachers could not refer to the reasons why they felt concerned about their professional development and competence. Therefore, it may be interpreted that they may have avoided specifying their concerns, as they could not express their views openly and correctly. However, in the interviews, they were free to voice all their thoughts and opinions behind their concerns, which allowed them to speak about these concerns frankly. Consequently, it can be seen that they linked their concerns about their professional development to economic insufficiencies. Most of these EFL teachers stated that the low income they received was not sufficient enough to buy books, attend seminars

or trainings, which caused them to feel limited in terms of the efforts that need to be paid for the improvement in professional development.

The theme identified in the comments of the interviewed EFL teachers, yet not included in the Teaching Concern Scale was 'Instructional Insufficiencies'. This theme reflected the concerns of the participant teachers about the deficiencies in the instructional environment and the effects of the current system on teachers. Since studies for the development of Teaching Concern Scale were conducted with pre-service teachers, it is understandable that there was no sub-dimension related to this area. In order to identify insufficiencies about the instructional environments and the effects of the language education system in Turkey, primarily one should be working in this system, which had not been a feature of the teacher candidates participated in the development of Teaching Concern Scale. However, high concern levels in this issue obtained from the results of interviews reveals that concerns about instructional insufficiencies should be studied in detail in further research studies.

5.5. Suggestions and Implications of the Study

This study basically aims at exploring four main issues: (1) the teaching concerns levels of a group of EFL teachers working in schools of various levels (primary, secondary and higher education institutions), (2) the teachers' teaching concerns in terms of different variables (3) the relationship between these teachers' concerns and their personality traits, and finally (4) the participants' views on their own teaching concerns. Based on the findings of the present study, some implications and suggestions for further studies have been developed in this part.

The present study consisted of both quantitative and qualitative research methods in order to examine the teaching concerns of participating EFL teachers, and the findings indicated different levels of concerns. While the results of quantitative analysis showed a low level of teaching concerns, the results of the qualitative analysis reflected a relatively higher level of concerns. Further studies planned with these two different research methods should be implemented to get further results and to find the reason(s) behind this difference. This study was limited in terms of the fact that the volunteering participants were all employed in the city center of Denizli. Therefore, in future studies, teachers working in different cities in different parts of Turkey should be included. Although the

present study was rich in terms of the school types covered, the school context of participating EFL teachers was limited to Denizli.

Results of this study showed that, contrary to some findings from related studies in literature, gender did not reflect a significant difference in terms of teaching concerns of the participating EFL teachers. This result, which contradicts some of the other studies in the literature, should be examined by further studies and the reasons for this contradiction should be investigated.

A significant difference was found between Task and School Management centered concern levels of the EFL teachers and the school level they worked with. Primary school and University EFL teachers seemed to experience significantly higher Task centered concern than Secondary and High School EFL teachers. In addition, Primary school EFL teachers appeared to have higher School Management centered concern than Secondary and High School EFL teachers. Since the teaching concerns of the teachers working at Primary and University levels were found to be higher than others, the consultancy services or in-service trainings should be given to the EFL teachers working at these levels so that they can be better equipped to cope with the teaching concerns they experience. In addition, the reasons for this difference in concern levels should be investigated with further studies.

The results of this study revealed a significant relationship between personality types and teaching concerns experienced by EFL teachers. Especially, Extroversion, Neuroticism / Emotional Stability and Conscientiousness personality types were seen to have a relationship with the teaching concerns of the participating EFL teachers. These results showed that, it would be useful to examine these dimensions in depth by making separate studies for each of the personality traits. In addition, teachers should be given the opportunity to participate in in-service trainings, seminars and activities in order to regulate the desired personality traits so that they can decrease their concerns. It would be essential to consider the issues related to teaching concerns while developing teacher training programs. They programs should also be designed carefully to be suitable for the development of concern-reducing personality traits. It would also be helpful and useful for the pre-service teacher candidates to be subjected to a personality test before being placed in teaching departments.

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APPENDICES

Appendix 1. Occupational Concern Scale

Aşağıda yazılı olan maddeleri, kendinize göre en uygun seçeneği işaretleyiniz.

- 1: Çok endişeliyim 2: Oldukça endişeliyim 3: Kararsızım
4: Biraz endişeliyim 5: Hiç endişeli değilim

..... endişeliyim.	1	2	3	4	5
1. Öğretmenlik mesleğini seçmemde kararsızlık yaşamaktan					
2. Atama sınavından düşük not almaktan					
3. Atama sınavı sonucu herhangi bir yere atanamamaktan					
4. Atama sınavı sonucu istediğim bir yere atanamamaktan					
5. Öğrencilerimle iletişim kuramamaktan					
6. Öğrencilerimden saygı görememekten					
7. Öğrencilerimin sorunlarının farkına varamamaktan					
8. Öğrencilerimle empati kuramamaktan					
9. Öğrencilerimin beni sevmemesinden					
10. Problemlü öğrenciler ile başa çıkamamaktan					
11. Bilgilerimi öğrenciye aktaramamaktan					
12. Öğrencilerimin mesleki bilgimi yetersiz bulmalarından					
13. Öğrencilerimin derse ilgisini çekememekten					
14. Öğrencilerimin bilemeyeceğim bir soruyu sorduklarında panik yaşamaktan					
15. Hazırlıksız derse girmekten					
16. Ders öncesi derse gireceğim için huzursuzluk yaşamaktan					
17. Derste bilgi ve becerilerimi öğrencilerime aktaramamaktan					
18. Öğrencilerime etkin değerlendirme yöntemleri uygulayamamaktan					
19. Bireysel farklılıkları göz önüne alarak ders işleyememekten					
20. Derslerimde öğretim yöntem ve tekniklerini yerinde kullanamamaktan					
21. Sınıfta öğretimi organize edememekten					
22. Sınıfta otorite sağlayamamaktan					
23. Etkin bir sınıf yönetimi için yeterli olamamaktan					
24. Okul yönetimi ile problem yaşamaktan					
25. Okul yönetiminin bana adil davranmamasından					

.....

Appendix 2. Ten Item Personality Scale

Aşağıda sizi tanımlayan ya da tanımlamayan birçok kişilik özelliği bulunmaktadır. Lütfen her bir ifadenin yanına, o ifadenin size tanımlama düzeyini dikkate alarak, o ifadeye katılıp katılmadığınızı belirtmek için 1 ile 7 arasında bir rakam yazın. İfadelerde size en çok tanımlayan özelliği dikkate alarak, uygun gördüğünüz rakamı yazın.

1 = Tamamen katılmıyorum

2 = Kısmen katılmıyorum

3 = Biraz katılmıyorum

4 = Kararsızım

5 = Biraz Katılıyorum

6 = Kısmen katılıyorum

7 = Tamamen katılıyorum

Kendimi olarak görürüm:

1. _____ Dışa dönük, istekli

2. _____ Eleştirel, kavgacı

3. _____ Güvenilir, öz-disiplinli

.....

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