

Öğretmen Adaylarında Sosyal Kaygı

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Özet

Bu çalışma ile gelecek nesli yetiştirme misyonu üstlenecek olan öğretmen adaylarının (Eğitim Fakültesi öğretmenlik programı birinci ve dördüncü sınıf öğrencileri) sosyal kaygı düzeylerinin cinsiyet, sınıf düzeyleri, öğrenim türleri ve öğrenim gördükleri bölüm/programlar açısından incelenmesi amaçlanmıştır. Araştırma betimsel bir tarama çalışması şeklinde düzenlenmiştir. Bu çalışma 2008-2009 eğitim-öğretim yılının ikinci yarıyılında İnönü Üniversitesi Eğitim Fakültesi öğretmenlik programı birinci ve dördüncü sınıf öğrencileri ile yürütülmüştür. Çalışmada veri toplama aracı olarak Minnesota Çok Yönlü Kişilik Envanterinin Sosyal İçerik Dönüklülük alt ölçeği kullanılmıştır. Kız öğretmen adaylarının sosyal kaygı düzeyleri erkek öğrencilere göre, birinci sınıf öğrencilerinin sosyal kaygı düzeylerinin dördüncü sınıf öğrencilerine göre anlamlı düzeyde yüksek olduğu saptanmıştır. Ayrıca öğretmen adaylarının sosyal kaygı düzeylerinin öğrenim türlerine ve öğrenim gördükleri bölüm/program türlerine göre anlamlı düzeyde fark göstermediği bulunmuştur.

Anahtar Kelimeler: *Sosyal kaygı, öğretmen adayı, öğretim türü, eğitim fakültesi*

Sosyal kaygı, sosyal durum ve etkileşimlerden korku duymaktır. Daha da ayrıntılı bakıldığında toplum içindeyken veya performans gerektiren durumlarda, başkaları tarafından gözlemlendiği, değerlendirildiğine dair yargısıyla kişinin küçük düşeceği korkusu ve buna paralel olarak çok yoğun kaygı yaşaması ile nitelendirilen bir bozukluktur.

Sosyal ilişki kuramayan bireylerin yaşam alanları sınırlanmaktadır. Bu anlamda güvengen olmayan, kendini değerlendirmesinde sürekli bir olumsuz yargıya varan ve her an bir hata yapıp bunu başkalarının fark edeceği hatalı düşüncesiyle dikkatini ve kendini sosyal ortam ve durumlardan kaçırmaya yoğunlaştıran birey aslında toplum içinde toplum dışı bir yaşam sürmektedir. Sosyal kaygının neden olduğu sonuçlar; okulda başarısızlık, mesleki başarısızlık (bir işte çalışmama), becerilerinin altında bir işte çalışma, kariyer ya da yükselmeyi düşünmeme), toplumsal etkileşimde kısıtlılık, karşı cinsten biriyle olamama, arkadaşlık kurup bunu sürdürememe, yaşamını sürdürmek için finansal bağımlılık, gereksiz tıbbi incelemeler ve farklı problemlere yönelik tedavi arayışları ve buna bağlı artan maliyet, kaygıyı yatıştırmak için alkol ve ilaç kullanma, depresyon, agorafobi, intihar düşünceleri ve intihar girişimi olarak sıralanmaktadır.

Başkaları tarafından olumsuz değerlendirilme korkusu ile yetersizlik, suçluluk, utanç ve depresyon duygularına yol açan sosyal kaygı, erken başlangıcı, süreğenliği ve müdahale edilmediğinde bireyin iş, akademik, sosyal ve özel yaşamını olumsuz etkileyen bir tablodur. Yıkıcı olan bireysel etkileri yanında sosyal kaygılı bireylerin varolan potansiyellerinden yararlanamayan toplum da önemli kayba uğramaktadır. Çağdaş eğitim ve toplumların amacı; kendisini tanıyan, yetenek ve becerileri doğrultusunda yetişen, kendisi ve çevresiyle uyumlu, üretken bireyler yetiştirmektir.

Araştırmanın Amacı

Ülkeler dinamik yaşlarda, gelecek nesilleri yetiştirecek olan öğretmen adaylarının biyo-psiko sosyal gelişimlerinin önündeki engelleri tanımlamak ve ortadan kaldırmakla yükümlüdürler. Bu çalışma ile özellikle gelecek nesli yetiştirme misyonu üstlenecek olan öğretmen adaylarının (Eğitim Fakültesi öğretmenlik programı birinci ve dördüncü sınıf öğrencileri) sosyal kaygı düzeylerinin cinsiyet, sınıf düzeyleri, öğrenim türleri ve öğrenim gördükleri bölüm/programlar açısından incelenmesi amaçlanmıştır.

YÖNTEM

Bu araştırma betimsel bir tarama çalışması şeklinde düzenlenmiştir. Bu çalışma 2008–2009 eğitim-öğretim yılının ikinci yarısında İnönü Üniversitesi Eğitim Fakültesi öğretmenlik programı birinci ve dördüncü sınıf öğrencileri ile yürütülmüştür. Evrenden örneklem alınma yoluna gidilmemiş, evrenin tümüne ulaşılmaya çalışılmıştır. Araştırmaya 11 öğretmenlik programından 1301 öğrenci alınmıştır. Çalışma kapsamına alınan öğretmenlik programı öğrencileri öğretmen adayı olarak kabul edilmiştir. Çalışmaya katılan öğrencilerin 678'i kız, 623'ü erkek; 648'i birinci sınıf, 653'ü dördüncü sınıf; 819'u normal öğretim, 482'si ikinci öğretim öğrencisidir. Çalışmada veri toplama aracı olarak Minnesota Çok Yönlü Kişilik Envanterinin Sosyal İçerik Dönüklülük alt ölçeği kullanılmıştır. Veri toplama aracı uygulamaya katılan öğrenci grubuna ders saatleri içerisinde, önceden belirlenen tarih ve saatlerde, öğretim elemanlarının izniyle araştırmacılar tarafından uygulanmıştır. Veri toplama aracı uygulamaya katılan öğrenci grubuna dağıtıldıktan sonra, araştırmanın amacı ve ölçeğin nasıl doldurulacağı ile ilgili bilgi verilmiştir. Ölçeğin doldurulması ile ilgili süre kısıtlamasına gidilmemiş, uygulama ortalama 15 dakika sürmüştür.

Çalışmada öğretmen adaylarının sosyal kaygı düzeylerinin cinsiyet, sınıf düzeyleri (birinci sınıf-dördüncü sınıf), öğretim türü (normal öğretim-ikinci öğretim) ve bölüm/program değişkenlerine göre anlamlı düzeyde fark gösterip göstermediğini belirlemek için t-testi ve ANOVA kullanılmıştır. Veriler "SPSS 17.0" paket programı kullanılarak çözümlenmiştir.

BULGULAR ve YORUM

Bu çalışmada elde edilen birinci bulguda öğretmen adaylarının sosyal kaygı düzeyleri cinsiyet açısından karşılaştırıldığında kız öğrencilerin sosyal kaygı düzeylerinin erkek öğrencilerden daha yüksek olduğu saptanmıştır. Öğretmen

adaylarının sınıf düzeylerine göre sosyal kaygı puanları incelendiğinde birinci sınıf öğrencilerinin sosyal kaygı düzeylerinin dördüncü sınıf öğrencilerinden daha yüksek olduğu saptanmıştır. Bu çalışmada saptanan bir diğer bulguya göre öğretmen adaylarının sosyal kaygı düzeyleri öğrenim türlerine göre anlamlı düzeyde fark göstermemektedir. Bu araştırmanın son bulgusuna göre de öğretmen adaylarının sosyal kaygı düzeyleri öğrenim gördükleri bölüm/program türlerine göre anlamlı düzeyde fark göstermemektedir. Bu çalışmada öğretmen adaylarının dört yıllık lisans eğitimleri süresince sosyal kaygı düzeylerinin azaldığı belirlenmiştir. Arzu edilen ve beklenen bu bulgu, eğitim fakültelerinin öğretmenlik programlarının ve üniversite yaşantısının öğrencilerin sosyal becerilerini geliştirmeye olumlu bir katkı sağladığını biçiminde yorumlanabilir.

TARTIŞMA, SONUÇ ve ÖNERİLER

Bu çalışma eğitim fakültesinin öğretmenlik programı birinci ve dördüncü sınıf öğrencileri üzerinde yapılmıştır. Bunun yanında ikinci ve üçüncü sınıfların da çalışmaya dâhil edildiği başka araştırmalar da yapılabilir. Bu araştırmayla öğretmen adaylarının sosyal kaygı düzeyleri incelenmiştir. Başka çalışmalarla öğretmen adaylarında sosyal kaygıları ile ilgili olabilecek diğer psiko-sosyal problemler arasındaki ilişkiler incelenebilir. Çalışmada dördüncü sınıf öğrencilerinin kaygılarının birinci sınıf öğrencilerinden daha az olduğu saptanmıştır. Ancak, bu öğrenciler arasında sosyal kaygıları yüksek olan öğrenciler de bulunmaktadır. Öğretmenler aynı zamanda birer kişilik şekillendiricisidir. Özellikle okulöncesi, ilköğretim ve ortaöğretimde görev yapan öğretmenler sadece alan bilgisi değil, davranış ve tutumlarıyla da öğrencileri üzerinde etkili olmaktadır. Başkalarının kişiliğinde etkili olabilecek olan öğretmenlerin, başta kendi kişiliklerinin ve ruhsal niteliklerinin olumlu yönde olması beklenir. Bundan dolayı sosyal kaygıları yüksek olan öğretmen adaylarına yönelik iyileştirici ve geliştirici çalışmalar yapılmalıdır.

Social Anxiety among Candidate Teachers¹

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Abstract

It was aimed to examine the social-anxiety levels of the candidate teachers (freshmen and seniors from teaching programs at college of education) who will take the responsibility of raising the future generations in terms of some variable including gender, class, type of instruction (day or evening), and department/program. The study was designed as a descriptive survey model. The study was conducted on the freshmen and seniors attending teaching programs/departments of college of education at Inönü University during the spring semester of 2008–2009. The data were collected using Social Introversion subscale of the Minnesota Multiphasic Personality Inventory. It was found in the study that female candidate teachers had higher social anxiety levels than male candidate teachers, that freshmen had higher social anxiety levels than seniors, and that no significant difference was found in terms of type of instruction, and department/program variables

Keywords: *Social anxiety, candidate teacher, type of instruction, college of education*

From the very first moment a human being is born, it has to communicate with other humans in order to survive. Society is marked by interpersonal relations. The individuals feed both themselves and the society by exchanging with others in social life. In this sense, it is a serious problem to live isolated from the others in the society both for the individual and the society (Yıldırım, 2006). Developing social skills helps the individual to have access to his interests, utilize the opportunities, and emotionally adapt to the environment. Moreover, effective communication skills are fundamental to be successful in social life (Voltan, 1980; McWhriter & Voltan-Acar, 2003). Social anxiety is one of the critical obstacles preventing the individuals from displaying their social skills and being able to exist in the social life.

Social anxiety reflects a fear of social states and interactions. In a more detailed sense, it is a disorder characterized with a fear of disgrace accompanied with intensive anxiety as a result of a feeling of being observed and judged in a community or

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situations requiring some kind of performance (Berksun, 2002; Den Boer, 1997). Beck and Emery define social anxiety as an exaggerated fear against being the locus of attention and being judged negatively or degraded by the other(s) (as cited in Kalkan, 2008).

The social habitat of the ones unable to have social relations is restricted. The individuals who are not confident in this sense, who always make negative judgments about themselves investing their attention and selves to escaping from social settings and events because of the mistaken idea that they can make mistakes at any moment (which others supposedly will notice soon), lead a life isolated from the society though they are in it (Yıldırım, 2006). The consequences of the social anxiety include failure at school, unsuccessful professional career (unemployment, having a job requiring less of their capacities, not considering promotion and progress in career), restricted social interaction, failure to be with the opposite sex, failure to start and sustain friendship, financial dependency to survive, unnecessary medical examinations and search for treatment for different problems and subsequent increased expenses, use of alcohol and medication to relieve anxiety, depression, agoraphobia, thinking suicide, and suicide attempts (Stemberg, Turner, Biedel & Calhoun, 1995). Moreover, the rate of social anxiety is high among 36% of the hospitalized psychiatric patients and the rate of the patients with high social anxiety to commit suicide is 18% (Keller, 1999; Magee, Eaton, Witchen, McGonagle & Kessler, 1996). To Lamberg those individuals with social anxiety are four times more likely to develop other anxiety-related and emotional disorders compared to normal groups (Walsh, 2002). The reason for this finding lies in one feature of social anxiety and phobia. Unlike other phobic patients, individual with social anxiety are not likely to escape from fear-arousing situations. Therefore, social anxiety causes a more severe pressure and destruction (Sholing & Emmelkamp, 1996). Similarly, it is observed that people with high social anxiety do not seek for help especially because of their complaints about its symptoms (Seligman, 1990). The possibility of the individuals with social anxiety to commit suicide almost doubles general average of the society (Karacan, Şenol & Şener, 1996). Although this suicide-related thoughts and the increase in its prevalence is accounted for with the usually accompanying depression, a correlation was reported between social anxiety especially among women without depression and increased tendency to commit suicide (as cited in Arıcıoğulları, 2001). Social anxiety becomes chronic unless treated (Papageorgiou, 2001).

Recent researches reveal that lifelong prevalence of social anxiety is about 13%, and one-year-long prevalence is 8–9%. Social anxiety is the third most frequent psychological problem affecting the 5% of the general population after alcohol addiction and depression (Berksun, 2002; Keller, 1999; Stein, 1999; Walsh, 2002). The specific studies in Turkey show that lifelong prevalence of social anxiety among university students is 17% and monthly prevalence is %14.4 (Turan et al., 2000).

Social anxiety, which causes a fear of being judged negatively by others, a sense of inadequacy, guilty, shame, and depression, is a problem marked by early

development, persistence, and adverse effects on individuals' working, academic, social and private life unless it is treated. Besides its destructive personal effects, it has significant social expenses since the potentials of the anxious members of the society are wasted. The goal of the contemporary education and society is to raise productive individuals who know themselves, develop in line with their talents and skills, and are harmonious with themselves and their environment. Every country is responsible to detect and remove the obstacles in front of the bio-psychological social development of the young and dynamic candidate teachers who will raise the future generations. In this study it was mainly aimed to examine the social-anxiety levels of the candidate teachers who will take the responsibility of raising the future generations.

The purpose of the study

The general purpose of this study was to examine the social anxiety levels of the candidate teachers in terms of gender, class, type of instruction (day or evening), and department/program variables. Within the framework of this general purpose, answers to following questions were sought in the study:

1. Do the anxiety levels of the candidate teachers differ significantly in terms of their gender?
2. Do the anxiety levels of the candidate teachers differ significantly in terms of their class (freshmen at first class and seniors at fourth class)?
3. Do the anxiety levels of the candidate teachers differ significantly in terms of type instruction (day and evening)?
4. Do the anxiety levels of the candidate teachers differ significantly in terms of their department/program?

METHOD

Research Design

This study was designed as a descriptive survey model. The population and sample, data collection instrument, research and data analyses processes are explained below.

Population and Sample

The population of the study comprises the freshmen and seniors attending teaching programs/departments of college of education at İnönü University during the spring semester of 2008–2009. Instead of using a sampling method, all of the population was accessed. A total of 1301 candidate teachers from 11 programs were involved in the study. Participating candidate teachers included 678 women and 623 men; 648 freshmen and 653 seniors; 819 subjects attending day time instruction and 482 subjects

attending evening instruction. The descriptive distribution of the participants in terms of gender, department/program, class and type of instruction are given in Table 1.

Table 1
Distribution of the participants by gender, department/program, class and type of instruction

Departments	Gender		Class				Type of instruction				Total			
	Women		Men		1 st		4 th		Day		Evening		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
Physical Education and Sports Teaching	22	42.3	30	57.7	30	57.7	22	42.3	52	100	-	-	52	100
Computer Education and Instructional Technology	26	44.1	33	55.9	25	42.4	34	57.6	59	100	-	-	59	100
Elementary Science Education	97	44.1	123	55.9	81	36.8	139	63.2	122	55.5	98	44.5	220	100
English Language Teaching	17	81.0	4	19.0	21	100	-	-	21	100	-	-	21	100
Elementary Mathematics Education	105	59.7	71	40.3	90	51.1	86	48.9	88	50.0	88	50.0	176	100
Music Education	38	60.3	25	39.7	27	42.9	36	57.1	49	77.8	14	22.2	63	100
Preschool teaching	58	81.7	13	18.3	36	50.7	35	49.3	71	100	-	-	71	100
Art Education	44	55.7	35	44.3	33	41.8	46	58.2	53	67.1	26	32.9	79	100
Primary School Teacher Education	136	52.9	121	47.1	116	45.1	141	54.9	148	57.6	109	42.4	257	100
Social Studies Teaching	57	38.3	92	61.7	93	62.4	56	37.6	77	51.7	72	48.3	149	100
Turkish Language Teaching	78	50.6	76	49.4	96	62.3	58	37.7	79	51.3	75	48.7	154	100
TOTAL	678	52.1	623	47.9	648	49.8	653	50.2	819	63.0	482	37.0	1301	100

Research Instruments

The data were collected using Social Introversion subscale of the Minnesota Multiphasic Personality Inventory (MMPI-Si). MMPI was originally developed by Starke R. Hathavey and J. McKinley in 1939. Composed of 566 items, the inventory is effective in evaluating objectively the individuals' personal and social adaptation. It is one of most common personality inventories studied and used in USA. The recently used Turkish translation and standardization for Turkish society was executed by Savaşır (1981). Scale has high validity and reliability values (Graham, 1998). The social introversion subscale used in this study to determine the social anxiety levels of candidate teachers included 70 items. Items are about individuals' social participation, general necrotic disharmony and feeling degraded. Individual with high scores from the scale are marked with such features as feeling very insecure and uneasy in social settings and events; behaving shyly, timidly, bashfully; feeling comfortable when alone or with a few close friends; inability to participate in social activities; a tendency to be anxious, being angry and concerned; being uneasy especially at encounters with opposite sex; being very sensitive to others' judgments about the person; being unhappy due to a failure to participate in other people; and failure to express feelings directly. Individuals with low scores from the scale are marked with such features as low social anxiety, extraversion, sociability, openheartedness, friendship, talkativeness, lack of anxiety in meeting other people, ability to make friends and express themselves easily, and not escaping from straggling when necessary (Graham, 1998; Savaşır, 1981).

Procedure

The study was conducted on freshmen and seniors attending teaching programs of collage of education in İnönü University during spring semester of 2008–2009 academic year. The data collection instrument was administered on the participating candidate teachers during their lessons according to a predetermined timetable with the permission of the lecturers by the researchers. After the instrument was handed out to the participants, researches briefly described the purpose of the study and how to complete the scale. Although no time limit was put, scales were completed in 15 minutes on average.

Data Analyses

ANOVA and t-test analyses were used to determine whether candidate teachers' levels of social anxiety differed in terms of gender, class (freshmen and seniors), type of instruction (day or evening), and department/program. The data were analyzed using "SPSS 17.0" software program. Statistical significance was considered as .05.

FINDINGS & RESULTS

In this part, the results of the ANOVA and t-test analyses used to determine whether candidate teachers' levels of social anxiety differed in terms of gender, class (freshmen and seniors), type of instruction (day or evening), and department/program were presented.

Do the anxiety levels of the candidate teachers differ significantly in terms of their gender?

Table 2

Results of t-test analysis about participants' social anxiety levels by gender

Gender	N	Mean	Sd	t	p
Women	678	31.48	8.34	2.352	.02*
Men	623	30.39	8.35		

*p < .05

As it is seen in Table 2, female candidate teachers had social anxiety mean score and standard deviation of 31.48 and 8.34, respectively, while they were 30.39 and 8.35, respectively, for male candidate teachers. The results of the t-test showed that difference between mean scores is significant at .02 level, which means female candidates' social anxiety levels are significantly higher than men.

Do the anxiety levels of the candidate teachers differ significantly in terms of their class (freshmen at first class and seniors at fourth class)?

Table 3

Results of t-test analysis about participants' social anxiety levels by class

Class	N	Mean	Sd	t	p
1 st class	648	31.89	8.41	4.058	.00*
4 th class	653	30.02	8.22		

*p < .05

As it is seen in Table 3, freshmen had social anxiety mean score and standard deviation of 31.89 and 8.41, respectively, while they were 30.02 and 8.22, respectively, for seniors. The results of the t-test showed that difference between mean scores is significant at .00 level, which means freshmen's social anxiety levels are significantly higher than seniors.

Do the anxiety levels of the candidate teachers differ significantly in terms of type instruction (day and evening)?

Table 4

Results of t-test analysis about participants' social anxiety levels by type of instruction

Type of instruction	N	Mean	Sd	t	p
Day	819	31.02	8.36	.384	.70
Evening	482	30.84	8.37		

*p < .05

As it is seen in Table 4, candidate teachers attending day instruction had social anxiety mean score and standard deviation of 31.02 and 8.36, respectively, while they were 30.84 and 8.37, respectively, for evening type of candidate teachers. The results of the t-test showed no significant difference between mean scores.

Do the anxiety levels of the candidate teachers differ significantly in terms of their department/program?

Table 5

Results of ANOVA analysis about participants' social anxiety levels by program/department

Program/department	N	Mean	Sd	F	p
Physical Education and Sports Teaching	52	31.96	7.07	1.624	.09
Computer Education and Instructional Technology	59	28.71	7.08		
Elementary Science Education	220	30.34	8.45		
English Language Teaching	21	33.14	8.56		
Elementary Mathematics Education	176	30.57	7.95		
Music Education	63	29.46	7.22		
Preschool teaching	71	30.20	8.10		
Art Education	79	32.25	10.33		
Primary School Teacher Education	257	31.22	8.88		
Social Studies Teaching	149	30.92	8.06		
Turkish Language Teaching	154	32.11	8.29		
Total	1301	30.96	8.36		

*p < .05

As it is seen in Table 5, the results of the ANOVA test (F) showed no significant difference (p<.16) between mean scores of the students attending different departments/programs.

CONCLUSIONS & DISCUSSIONS

In the first finding of the study, female candidate teachers were found to have higher social anxiety levels compared to male ones. While some research findings favor the equality of social anxiety among both gender groups (Albano, 1995; Ebert, Loosen & Nurcombe, 2003; Eren-Gümüş, 1997; House, 2002; Sevinçok, 2000), other researchers found higher social anxiety among men (Palancı, 2004; Karakaş, 2008). But, Stewart and Mandrusiak (2007), found that in the clinical sample, more men than women had higher social anxiety, whereas in the non-clinic sample, this pattern was reversed.

Some other research findings, on the other hand, are similar to the findings of the present study. For example La Greca and Lopez found that female subjects feel more anxious than male ones about being negatively judged by their peers, thus escaping from social settings and events more (Kalkan, 2008). Similarly, Davidson, Hughes, George and Blazer (1998), stated that social anxiety is widespread among female than male. Dilbaz and Güz (2002) found that intensity of social anxiety among women is higher than men. İzgiç, Akyüz, Doğan and Kuğu (2000) found that the prevalence of social anxiety is 8.9 % among female university students and 7.1 % among male university students.

Similarly in this study social anxiety levels of female students were found higher compared to male ones. It is believed that social expectations from the stereotyped gender roles play an important role in this finding. Accordingly, society can be said to favor and encourage more assertive and confident behaviors for men.

When candidate teachers' social anxiety levels are analyzed in terms of class, freshmen were found to have higher social anxiety levels than seniors. Witchen and Fehm (2003), demonstrate that symptoms of social anxiety are particularly widespread in samples with larger numbers of young college students. Based on this finding, it can be said that academic and social programs, curricular and extracurricular activities in the college of education serve in favor of the expected mission of the college. In addition to providing students with the formal skills required by teacher training curriculum, the college can be said to be effective in giving the teaching students the assertiveness and confidence in social settings as an important skill for the teaching profession.

Another significant finding of the present study was the lack of any significant difference between the social anxiety levels of the candidate students in terms of type of instruction (day or evening). No previous study was found in the Turkish literature about the social anxiety levels of the university students and students of college of education in terms of type of instruction (day or evening). In the present study this comparison was made and no significant difference was found between their social anxiety levels. The same settings and conditions are true for both day and evening type of students with high and low social anxiety. In this respect it is believed that type of instruction does not make any difference.

According to the last finding of this study, candidate teachers studying in different departments/programs show no significant differences in terms of their social anxiety levels. In other words, it was found that differences in department/programs, no matter it is qualitative, quantitative or based on a special ability, show no significant differences in terms of students' social anxiety levels. It was also found that candidate teachers' social anxiety levels decrease in four years. This desired and expected finding is can be interpreted as the success of the education in the college and general life at university in developing students' social skills.

In a study, Ghaedi, Tavoli, Bakhtiari, Melyani and Sahragard (2010), found that Iranian socially anxious university students reported extensive functional disability and lower well-being compared to those without socially anxious. Social anxiety has deleterious effects on students' quality of life. Quality of life is inversely associated with various measures of social anxiety (especially social interaction), functional impairment and depression (Safren, Heimberg, Brown and Halle, 1994). Social anxiety can destructive effects overall life of person. Schneier, et al (1994), found his research that more than half of social anxious people reported at least moderate impairment at same time in their lives, due to social anxiety and avoidance, in areas of education, employment, family relationship, marriage, romantic relationships, friendship, social network, and other interests. In addition, social anxiety is related financial dependency, low income, low education, low social support and have increased risk of other psychiatric conditions (Kessler, et al 1994), high risk of substance use (Hugh and Kathleen, 2003), increased rate of suicide attempts, social behavior, impaired school performance during adolescence, impaired medical health, increased health-seeking behavior, poor employment performance, and impaired social support (Davidson, Hughes, George and Blazer; 1994).

This study was conducted on candidate teachers at the first and fourth grades of college of education. This can be expanded by future researches to include the second and third graders. The present study examined the social anxiety levels of the candidate teachers. Future researches can examine the possible relationships between candidate teachers' social anxiety levels and other possibly related psycho-social problems. Candidate teachers at the last year of their teacher training education were found to have less social anxiety than class first graders. Yet, there are still students among these seniors who have high social anxiety levels. Not only with their subject knowledge but also with their behaviors and attitudes, teachers are also responsible to form their students' personalities. Social anxiety, particularly when left untreated, can be a chronic disorder with the potential to significantly interfere with an individual's daily functioning and overall quality of life (Wittchen and Fehm, 2003). Teachers play an important role in forming many personality traits of their students especially at preschool, primary school and high school stages. Those individuals who are to be effective on others personalities are supposed to have positive personality and mental features. Therefore some therapeutic and improving training programs should be provided to the candidate teachers with high social anxiety

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