

Investigating the Prospective Teachers' Level of Adjustment in Terms of Perceived Identity, Values, and Needs*

M. Yüksel Erdoğan

Sabahattin Zaim University, İstanbul, Turkey

The main purpose of this study is to investigate the prospective teachers' level of adjustment in terms of perceived identity, values, and needs. The searching group includes a total of 273 prospective teachers, 178 of whom are females, and 95 of whom are males. They are either working as paid teachers in the state schools within the boundaries of the İstanbul Metropolitan Municipality or they are attending KPSS (Public Personnel Selection Examination) courses. All of them volunteered to participate in the study. The Hacettepe Personality Inventory and questionnaire developed by the researcher were administered to the participants. *T*-test and one-way ANOVA (analysis of variance) were used to analyze the data obtained. Those who perceive themselves as having the "foreclosed identity status" and "diffused identity status" have a more intense personal and social maladjustment. It is observed that those with spiritual values experience a more intense personal maladjustment compared than those with power values. More intense adjustment problems are observed in prospective teachers with high needs for status and prestige with high needs for love and to be loved by other people. Teachers are the keystones of education and learning. Therefore, they need to solve their adjustment problems so that they can raise healthy and quality generations.

Keywords: adjustment, identity, value, need

Introduction

One of the building blocks of education is teachers. They are, also, one of the main factors that affects learning. Therefore, teachers should solve the problems in their "adaptation" process due to their mission and responsibility.

The concept of adaptation is defined differently according to different approaches. According to Özgüven (1992), adaptation means "The degree of having good relationships with oneself and with the others and maintaining these relationships". Hannigan (1990) defined it as "A psychosocial concept that elicits a successful interaction between the person and his/her environment. The power of this interaction generally reveals as his/her information, approach, and feelings about the environment change". Tutkun (2006) explained the concept of adaptation as "establishing and maintaining healthy relationships with oneself and his/her environment and coping with the problems that she/he encounters". Adaptation is discussed in two dimensions: personal adaptation and social adaptation (Öztürk, 1988; Özgüven, 1992).

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M. Yüksel Erdoğan, Ph.D., assistant professor, Faculty of Education, Sabahattin Zaim University.

Personal adaptation means an individual's self-confidence, ability to make his/her own decisions, determination in his/her behaviors, and accepting his/her mistakes. Whereas, social adaptation means an individual's ability to establish and maintain relationships with his/her family and other people around him/her (Özgüven, 1992; Yörükoğlu, 2004).

Undoubtedly, personal adaptation of an individual is closely connected with his/her characteristic features. Family, school, and friends who are the closest to the individual influence the character formation. The positive relationship with this environment leads to an adaptable character and the negative relationship with the environment causes a maladaptive character (Erdoğan, Şanlı, & Bekir, 2005; William & Thomas, 2003). Maladaptation means misery in terms of the individual and decrease in productivity and waste of human resources in terms of the society (Kurç, 1990).

There are many factors that contribute to the maladaptation of individuals. In general, these factors are about the individual or about the society or combination of the two mentioned. This research presents the relationship between prospective teachers' level of adjustment and their perceived identity, individual-social values, and social needs.

One of the variables in this research is the perceived identity of prospective teachers. According to Erikson (1968) identity means, as conscious feeling of the individual's uniqueness, rapport between unconscious effort for the persistence of experience and the ideas of the society. Marcia (1980) defined identity as the dynamic organization of an individual's impulse, talents, and beliefs. He stated that four important identity statuses are shaped by two principles which are crisis and attachment. Depending on the existence or lack of these two principles, adolescents are appointed to one of the four identity statuses: identity achievement, foreclosure, identity diffusion, and moratorium. Foreclosure means attachment to some values, principles, and beliefs without a proof that they are in a crisis. Identity achievement means attachment to some values, principles, and beliefs after a crisis that the individuals experience. Moratorium means not attaching to the values, principles, and beliefs even after an individual experiences a crisis and research about them. Lastly, identity diffusion means individuals who do not determine their beliefs, values, and goals and as a result those who do not attach their goals (Adams, 1999). Negative identity means an adolescent with intense identity confusion that adopts roles and ideals that are contrary to the expected ones only in order to get rid of this uncomfortable feeling. According to Jacobson (1964) and Kernberg (1967), there were two main reasons of identity confusion: social and individual. In this context, it can be inferred that in situation where there is a drastic change in the family or society, cultural disengagement in a way, it is more difficult for the adolescents to form an identity compared to others because in such cases not only the role models for the adolescents become more variable and contradictory, but also the dominant ideology of the society begins to lose its validity. Another variable of this research is the perception of individual and social values. It is important to know the enculturation and socialization process of prospective teachers as the teachers' future. In other words, it is important to know their system of values.

The behaviors of individuals are directly or indirectly guided by values (Özgüven, 1994). In its broadest sense, values mean worldview, perception of a person and thinking about today and tomorrow. This definition bears importance when it is consistent and meaningful (Erinç, 1995). Çağlar (2005) stated that values can be termed cultural elements as a standard in individuals' thoughts, attitudes, and actions. Başaran (1992) defined values as an object, a process, an idea and/or quality and quantity that determine the importance of the action in the system of values and marks that values are used as a means to evaluate an object, a process, an idea, and/or an action. Values are closely related to people's feeling, thoughts, and behaviors. Most of the social scientists

claim that values are of vital importance in explaining people's behaviors (Kuşdil & Kağıtcıbaşı, 2000).

In this research, it has also been presented whether prospective teachers' level of adjustment changes according to psychological and social needs. Morgan (1984) defined need as physiological and later attained deficiency or insufficiency and asserted that need should be used synonymously with stimulation and incentive (Kuzgun, 2000). According to Kuzgun (2000), need in psychology is defined as lack of essential requirements for one's development and to establish a relationship with one's environment.

According to Maslow, human needs are physiological needs, safety needs, love/belonging, esteem, and self-actualization. These are six subsequent needs (Çelikkaleli & Gündoğru, 2005). In this study, the relationship between loving/being loved, acceptance, being successful, the need to learn and adaptation has been investigated apart from some social needs like making friends, having status, and independence.

Teachers are in financial trouble in Turkey. The prestige of this profession is low and has been getting lower and lower in recent years (Başkan, 2001). The perception of "being a teacher if you cannot do any other jobs" (Bilici, 1996) and the other reasons mentioned above affect prospective teachers' future expectations and their professional perception in a negative way. Expectation of positive results (optimism) and expectation of negative results (pessimism) are quite crucial to an individual's psychological and physical well-being (Eshun, 1999). With this in mind, it has been considered that prospective teachers' negative perception and expectation about the future may bother their psychological and physical lives as well. Besides, there are many new teachers graduating from universities but only very few of them have been able to start their careers after passing KPSS (Public Personnel Selection Examination) since 2001 because of limited admittance. This puts pressure on prospective teachers and is expected to bring about adaptation problems. Presenting prospective teachers' individual and social levels of adjustment may well direct the efforts to bring up qualified teachers. Therefore, this study has been considered to be very essential.

Methodology

The basic goal of this study is "Investigating the Prospective Teachers' Level of Adjustment in Terms of Perceived Identity, Values, and Needs". Thus, it is possible to regard this research as a survey.

Table 1

The Dispersion of Sampled Prospective Teachers According to Their Genders and Branches

Branch	Gender				Total
	Female		Male		
	N	Percentage (%)	N	Percentage (%)	
Preschool	25	100	0	0	25
Primary school	47	67	23	33	70
Branch teachers	106	60	72	40	178
Total	178	65	95	35	273

Research Group

The research group is composed of paid teachers in the state schools within the boundaries of the Istanbul Metropolitan Municipality or those attending KPSS courses. All the participants volunteered to participate in the study. The sample of the study is 25 preschool teachers, 70 primary school teachers, 178 branch teachers, and 273 prospective teachers in total. The purpose of the study was explained to prospective teachers. They were given the questionnaires and the assessment instrument. Those that were returned to the researcher were

analyzed. Table 1 shows the dispersion of prospective teachers according to their genders and branches.

As can be seen in Table 1, 178 (65%) of the sampled teachers are female and 95 (35%) are male. Since there are not any males among preschool teachers, the study includes only females in this branch.

Measures

Hacettepe Personality Inventory was implemented in order to present prospective teachers' personal and social adaptation features. The scale was developed by Özgüven in 1976. It was revised for a second time in 1982. The inventory is composed of eight subscales, four of which are personal adaptation and the other four are social adaptation. The reliability co-efficiency of Hacettepe Personality Inventory has been proved to be 0.82. It has also been proved that the reliability co-efficiency of personal adaptation subscale is slightly higher than that of social adaptation subscale. In validity studies with various similar scales, Özgüven (1992) found that Hacettepe Personality Inventory has high predictive validity and congruence validity. They also found that diversion errors observed during the application of the inventory were very low. The high points on the scale designate the adaptation problems.

A questionnaire developed by the researcher has been utilized to present the demographic features of prospective teachers.

Procedure

The questionnaire and Hacettepe Personality Inventory were administered to the participants either as groups in their institutions or in the private courses where they study. Participants were first informed of the purpose of the research and of how to complete the personality inventory. Then their questions, if any, were answered. Finally, respondents started to respond to the data collection tools. Administration of the questionnaire and inventory took approximately 50-60 minutes.

Analysis

All data obtained in this research has been analyzed in SPSS (Statistical Package for the Social Sciences) 10.0. *T*-test has been used for the significance between the two variables of personal and social levels of adjustment of prospective teachers. "One-way ANOVA (analysis of variance)" has been used for the significance of more than two variables.

Findings

Sixty-five percent of prospective teachers are female and 35% of them are male. Ten percent of prospective teachers are preschool teachers, 25% primary school teachers, and 65% branch teachers. Twenty-three percent of sampled teachers think that the education they got is "sufficient" for the teaching profession, 40% think it is "partly sufficient" and 37% think it is "insufficient". Ninety-three percent of prospective teachers emphasize that they love teaching profession; whereas, very few (7%) of them state that they are indecisive about this. None of them state that they do not like their profession. Only 2% of prospective teachers find the available selection system (KPSS) "appropriate". Forty-eight percent state that "questions about educational sciences and branches" should be on the exam, 30% state that this examination system should be abolished and 15% think "only questions about their branches" should be on the exam. Fifty-four percent of them find teaching profession as "prestigious". Whereas they state that the most prestigious profession is "doctorship" (40%) and the second most prestigious one is "teaching" (38%), 35% of prospective teachers state that their interests and attitudes influenced their choice of teaching profession. For 33% of them,

it was their personality features, for 12%, it was their talent, and for 20%, it was other factors (chance, family pressure, and misguidance).

Table 2

T-test Results of Personal and Social Adaptation and Points Received From Subscales According to Gender

Variables	Gender	N	$\bar{x} \pm S$	SD	t	p
Emotional determination	Female	178	9.85 ± 3.61	140	3.85*	0.003
	Male	35	6.43 ± 4.50			
Personal adaptation	Female	178	31.68 ± 12.92	140	2.78**	0.03
	Male	35	21.85 ± 14.20			

Notes. * $p < 0.01$; ** $p < 0.05$.

As it can be seen in Table 2, prospective teachers' emotional determination points are significantly variant according to gender ($t_{(140)} = 3.85$; $p < 0.01$). Female prospective teachers' emotional determination level ($\bar{x} = 9.85$) is higher than that of male teachers ($\bar{x} = 6.43$). In other words, female prospective teachers are less determined emotionally compared to male prospective teachers. Personal adaptation points of prospective teachers are significantly variant according to gender ($t_{(140)} = 2.78$; $p < 0.05$). That of female prospective teachers ($\bar{x} = 31.68$) is higher than the male prospective teachers ($\bar{x} = 21.85$). In other words, female prospective teachers experience more adaptational problems compared to their male counterparts, other subtest results present significant variance according to gender as well.

Table 3

ANOVA Results of Social Adaptation and Points on Subscales According to Perceived Identity Status

Variables	N	Perceived identity status	$\bar{x} \pm S$	Source of variances	Sum of squares	SD	Average of squares	f	p
Family relationship	103	Achieved	3.90 ± 2.56	Intergroup	162.91	4	40.73	3.93*	0.005
	49	Moratorium	5.67 ± 3.90						
	41	Foreclosure	6.78 ± 5.40	Intragroup	1,429.47	137	10.34		
	30	Identity diffusion	6.26 ± 3.71						
	50	Negative	4.50 ± 2.08	Total	1,592.37	141			
Social relationship	103	Achieved	4.22 ± 3.24	Intergroup	121.79	4	30.45	2.55**	0.042
	49	Moratorium	6.15 ± 3.74						
	41	Foreclosure	6.33 ± 3.77	Intragroup	1,637.20	137	11.95		
	30	Identity diffusion	5.95 ± 3.94						
	50	Negative	5.75 ± 2.63	Total	1,758.99	141			
Antisocial tendency	103	Achieved	4.99 ± 2.58	Intergroup	89.97	4	22.492	3.26**	0.014
	49	Moratorium	6.07 ± 2.69						
	41	Foreclosure	6.89 ± 2.42	Intragroup	943.73	137	6.89		
	30	Identity diffusion	7.00 ± 2.85						
	50	Negative	6.00 ± 2.45	Total	1,033.70	141			
Social adaptation	103	Achieved	18.89 ± 7.57	Intergroup	1,414.07	4	353.51	6.65*	0.000
	49	Moratorium	23.92 ± 7.99						
	41	Foreclosure	26.56 ± 8.66	Intragroup	8,962.73	137	65.42		
	30	Identity diffusion	26.42 ± 10.33						
	50	Negative	22.00 ± 5.16	Total	10,376.7	141			

Notes. * $p < 0.01$; ** $p < 0.05$.

According to the result of analysis in Table 3, subscale points of “family relationship” designate significant variance in reference to perceived identity status ($f_{(4-137)} = 3.93$; $p < 0.01$). Prospective teachers who perceive themselves as “foreclosure” or “identity diffusion” have more maladaptive family relationships. Social relationship subscale shows significant variance in reference to perceived identity status ($f_{(4-137)} = 2.55$; $p < 0.05$). Prospective teachers who perceive themselves as “moratorium” and “foreclosure” have more maladaptive social relationships. Antisocial tendency subscale indicates significant variance in reference to perceived identity status ($f_{(4-137)} = 3.26$; $p < 0.05$). Prospective teachers who perceive themselves as “identity diffusion” and “foreclosure” tend to have more antisocial tendency. In addition to this, whether there is significant variance between the groups has been tested with Scheffe test, but there is no significant variance between them.

Table 4

ANOVA Results of Personal Adaptation Subscale and General Adaptation Scale Points According to Perceived Identity Status

Variables	<i>N</i>	Perceived identity status	$\bar{x} \pm S$	Source of variances	Sum of squares	<i>SD</i>	Average of squares	<i>f</i>	<i>p</i>
Self-actualization	103	Achieved	4.18 ± 2.84	Between groups	310.32	4	77.582	4.26*	0.003
	49	Moratorium	7.84 ± 7.39						
	30	Foreclosure	7.67 ± 2.06	Within groups	2,493.58	137	18.201		
	41	Identity diffusion	6.58 ± 4.35						
	50	Negative	6.00 ± 3.56						
Emotional determination	103	Achieved	8.08 ± 3.65	Between groups	337.926	4	84.482	6.46*	0.000
	49	Moratorium	11.25 ± 3.11						
	30	Foreclosure	11.66 ± 1.87	Within groups	1,789.29	137	13.061		
	41	Identity diffusion	11.05 ± 4.47						
	50	Negative	10.25 ± 4.42						
Psychotic symptom	103	Achieved	7.35 ± 3.65	Between groups	260.684	4	65.171	4.77*	0.001
	49	Moratorium	9.22 ± 3.36						
	30	Foreclosure	10.44 ± 2.78	Within groups	1,869.01	137	13.642		
	41	Identity diffusion	10.78 ± 4.72						
	50	Negative	8.75 ± 2.21						
Neurotic trend	103	Achieved	7.01 ± 3.81	Between groups	308.028	4	77.01	5.37*	0.000
	49	Moratorium	8.89 ± 3.22						
	30	Foreclosure	11.22 ± 2.72	Within groups	1,962.59	137	14.33		
	41	Identity diffusion	10.42 ± 4.74						
	50	Negative	7.25 ± 3.40						
Personal adaptation	103	Achieved	26.31 ± 12.3	Between groups	4,436.07	4	1,109.01	7.33*	0.000
	49	Moratorium	35.48 ± 10.6						
	30	Foreclosure	41.00 ± 7.43	Within groups	20,713.8	137	151.196		
	41	Identity diffusion	38.84 ± 15.8						
	50	Negative	32.25 ± 11.0						
General adaptation	103	Achieved	45.44 ± 18.0	Between groups	9,821.31	4	2,455.32	6.64*	0.000
	49	Moratorium	57.14 ± 20.2						
	30	Foreclosure	67.55 ± 14.5	Within groups	50,610.5	137	369.42		
	41	Identity diffusion	65.26 ± 24.7						
	50	Negative	54.25 ± 14.0						

Note. * $p < 0.01$.

Social adaptation subscale indicates significant variance according to perceived identity status ($f_{(4-137)} = 6.65; p < 0.01$). Prospective teachers who regard themselves as “identity diffusion” and “foreclosure” experience more social adaptation problems. Whether there is significant variance between the groups has been tested with Scheffe test. It has been found that social maladaptation of those with “foreclosure” identity status ($\bar{x} = 26.56$) is higher than that of those with “achieved identity” status ($\bar{x} = 18.89$). Standard norm subscale points do not show significant variance according to the groups.

According to results of analysis in Table 4, “self-actualization” scale points show significant variance in reference to perceived identity status ($f_{(4-137)} = 4.26; p < 0.01$). Prospective teachers who regard themselves as “moratorium” and “foreclosure” have a lower level of self-actualization. Scheffe test has been used to see whether there is significant variance between the groups. Those with “moratorium” identity status ($\bar{x} = 7.84$) have a lower tendency to self-actualization compared to those with “achieved identity” status ($\bar{x} = 4.18$). “Emotional determination” scale points indicate significant variance in reference to perceived identity status ($f_{(4-137)} = 6.46; p < 0.01$). Scheffe test has been used to see whether there is significant variance between the groups. Those with “moratorium” identity status ($\bar{x} = 11.25$) and those with “identity diffusion” ($\bar{x} = 11.05$) are less determined emotionally compared to those with “achieved identity” status ($\bar{x} = 8.08$).

Psychotic symptoms subscale points designate significant variance according to perceived identity status ($f_{(4-137)} = 4.77; p < 0.01$). Scheffe test has been used to see whether there is significant variance between the groups. Those with “identity diffusion” ($\bar{x} = 10.78$) show more psychotic symptoms compared to those with “achieved identity” ($\bar{x} = 7.35$).

Table 5
ANOVA Results of Personal and Social Adaptation Scales Points According to Perceived Personal Values

Variables	N	Perceived personal values	$\bar{x} \pm S$	Source of variances	Sum of squares	SD	Average of squares	f	p
Self-actualization	30	Power	3.25 ± 4.03	Between groups	193.074	3	64.35	3.46**	0.018
	50	Success	4.74 ± 3.51						
	104	Spirituality	6.54 ± 5.15	Within groups	2,552.03	137	18.62		
	89	Universality	3.98 ± 2.52	Total	2,745.10	140			
Emotional determination	30	Power	6.25 ± 1.89	Between groups	114.261	3	38.08	2.59**	0.045
	50	Success	8.90 ± 4.10						
	104	Spirituality	10.75 ± 3.46	Within groups	2,012.05	137	14.68		
	89	Universality	8.56 ± 4.46	Total	2,126.31	140			
Psychotic symptom	30	Power	5.25 ± 2.63	Between groups	154.260	3	51.42	3.98*	0.001
	50	Success	8.64 ± 4.10						
	104	Spirituality	9.20 ± 3.66	Within groups	1,894.77	137	13.83		
	89	Universality	6.98 ± 3.56	Total	2,049.03	140			
Personal adaptation	30	Power	20.75 ± 12.4	Between groups	1,701.89	3	567.29	3.40**	0.020
	50	Success	30.58 ± 14.3						
	104	Spirituality	33.92 ± 12.3	Within groups	22,875.8	137	166.97		
	89	Universality	26.50 ± 12.8	Total	24,577.7	140			

Notes. * $p < 0.01$; ** $p < 0.05$.

Neurotic symptoms subscale points indicate significant variance in reference to perceived identity status

($f_{(4-137)} = 5.37; p < 0.01$). Scheffe test has been used to see whether there is significant variance between the groups. It has been observed that those with “foreclosure” identity status ($\bar{x} = 11.22$) and those with “identity diffusion” status ($\bar{x} = 10.42$) show more neurotic symptoms compared to those with “achieved identity” status ($\bar{x} = 7.01$).

Personal adaptation subscale points designate significant variance in reference to perceived identity status ($f_{(4-137)} = 7.33; p < 0.01$). Scheffe test has been used to see whether there is significant variance between the groups. It has been observed that those with “foreclosure” identity status ($\bar{x} = 41.00$), those with “identity diffusion” status ($\bar{x} = 38.84$) and those with “moratorium” status ($\bar{x} = 35.48$) show more personal maladaptation compared to those with “achieved identity” status ($\bar{x} = 26.31$). General adaptation subscale points designate significant variance in reference to perceived identity status ($f_{(4-137)} = 6.64, p < 0.01$). Scheffe test has been used to see whether there is significant variance between the groups. Those with “foreclosure” identity status ($\bar{x} = 67.55$) and those with “identity diffusion” status ($\bar{x} = 65.26$) have been observed to show more general maladaptation compared to those with “achieved identity” status ($\bar{x} = 45.44$).

In Table 5, “self-actualization” scale points show significant variance in reference to perceived personal values ($f_{(4-137)} = 3.46; p < 0.05$). Scheffe test has been used to see whether there is significant variance between the groups. Prospective teachers who have “spirituality value” status ($\bar{x} = 6.64$) have lower self-actualization levels compared to those who have “universality value” ($\bar{x} = 3.98$).

Emotional determination subscale points indicate significant variance in reference to perceived personal values ($f_{(4-137)} = 2.59, p < 0.05$). Those who have spirituality value experience more emotional indetermination compared to those who have success, universality, and power values. Significant variance between the groups has not been found.

Table 6

ANOVA Results of Personal and Social Adaptation Subscales Points According to Social Needs

Variables	<i>N</i>	Social needs	$\bar{x} \pm S$	Source of variances	Sum of squares	<i>SD</i>	Average of squares	<i>f</i>	<i>p</i>
Emotional determination	29	Making friends	6.42 ± 4.68	Between groups	84.377	2	42.189	2.83**	0.032
	154	Being prestigious	9.81 ± 3.74	Within groups	2,065.53	139	14.860		
	90	Need for independence	9.00 ± 3.95	Total	2,149.91	141			
Neurotic trend	29	Making friends	5.14 ± 4.94	Between groups	97.668	2	48.834	3.24*	0.002
	154	Being prestigious	8.62 ± 4.13	Within groups	2,244.79	139	16.150		
	90	Need for independence	7.59 ± 3.61	Total	2,342.45	141			
Personal adaptation	29	Making friends	20.71 ± 14.52	Between groups	1,030.57	2	515.289	2.96**	0.026
	154	Being prestigious	32.39 ± 12.98	Within groups	2,4369.6	139	175.321		
	90	Need for independence	29.38 ± 13.58	Total	25,400.1	141			
General adaptation	29	Making friends	36.28 ± 27.98	Between groups	2,025.68	2	1,012.842	2.39**	0.036
	154	Being prestigious	53.64 ± 20.10	Within groups	5,8942.9	139	424.050		
	90	Need for independence	50.93 ± 20.38	Total	60,968.6	141			

Notes. * $p < 0.01$; ** $p < 0.05$.

Psychotic symptoms subscale points designate significant variance in reference to perceived personal values ($f_{(4-137)} = 3.98; p < 0.01$). Scheffe test has been used to see whether there is significant variance between the groups and found that there is not significant variance between the groups. Those with “spirituality value” ($\bar{x} = 9.20$) experience more psychotic symptoms were compared to those with “universality value” ($\bar{x} = 6.98$).

Personal adaptation subscale points indicate significant variance in reference to perceived personal values ($f_{(4-137)} = 3.40; p < 0.05$). Scheffe test has been used to see whether there is significant variance between the groups. Those with “spiritual value” ($\bar{x} = 33.92$) experience personal maladaptation were more compared to those with “universality value” ($\bar{x} = 26.50$). Significant variance has not been observed between other subscale points and perceived personal values.

In Table 6, emotional determination subscale points indicate significant variance in reference to social needs ($f_{(4-137)} = 2.83; p < 0.05$). Scheffe test has been used to see whether there is significant variance between the groups. Those who are in need of “status and prestige” ($\bar{x} = 9.81$) experience emotional indetermination more than those who are in need of “making friends” ($\bar{x} = 6.42$).

Neurotic trends show significant variance in reference to social needs ($f_{(4-137)} = 3.24; p < 0.05$). Scheffe test has been used to see whether there is significant variance between the groups. Those who need “status-prestige” ($\bar{x} = 8.62$) and those who need “independence” ($\bar{x} = 7.59$) have more neurotic tendency compared to those who need “making friends” ($\bar{x} = 5.14$).

Personal adaptation subscale points designate significant variance in reference to social needs ($f_{(4-137)} = 2.96; p < 0.01$). Those who need “status-prestige” ($\bar{x} = 32.39$) and those who need “independence” ($\bar{x} = 29.38$) have more neurotic trends compared to those who need “making friends” ($\bar{x} = 20.71$).

General adaptation subscale points indicate significant variance in reference to social needs ($f_{(4-137)} = 2.39; p < 0.05$). Those who need “status-prestige” ($\bar{x} = 53.64$) and those who need “independence” ($\bar{x} = 50.93$) have more neurotic trends compared to those who need “making friends” ($\bar{x} = 36.28$). Other subscale points do not show significant variance in reference to social needs.

Table 7

ANOVA Results of Personal and Social Adaptation Subscale Points According to Psychological Needs

Variables	N	Psychological needs	$\bar{x} \pm S$	Source of variances	Sum of squares	SD	Average of squares	f	p
Emotional determination	46	Loving/being loved	11.23 ± 3.89	Between groups	124.34	3	41.44	2.89**	0.039
	31	Acceptance	9.00 ± 4.06						
	118	Being successful	9.92 ± 3.65	Within groups	1,971.63	136	14.49		
	78	Need to learn	7.79 ± 4.02	Total	2,095.97	139			
Psychotic tendency	46	Loving/being loved	9.92 ± 4.28	Between groups	114.614	3	38.205	2.58**	0.046
	31	Acceptance	8.89 ± 2.84						
	118	Being successful	8.78 ± 3.90	Within groups	2,017.35	136	14.834		
	78	Need to learn	6.82 ± 3.57	Total	2,131.97	139			
Personal adaptation	46	Loving/being loved	34.46 ± 15.17	Between groups	1,441.16	3	480.389	2.83**	0.021
	31	Acceptance	31.56 ± 10.61						
	118	Being successful	32.46 ± 12.97	Within groups	23,044.5	136	169.445		
	78	Need to learn	25.55 ± 11.76	Total	24,485.6	139			

Notes. * $p < 0.01$; ** $p < 0.05$.

In Table 7, emotional determination subscale points indicate significant variance in reference to psychological needs ($f_{(3-136)} = 2.89$; $p < 0.05$). Scheffe test has been used to see whether there is significant variance between the groups. Those who need "loving/being loved" ($\bar{x} = 11.23$) experience emotional indetermination more than those who are in need of "being successful" ($\bar{x} = 9.92$) and those who are in need of "acceptance" ($\bar{x} = 9.00$) and those who have "need to learn" ($\bar{x} = 7.79$).

Discussion

Thirty-five percent of prospective teachers have emphasized that their interests and attitudes influenced their choice of profession. For 33%, it is their personality features, for 12%, it is their talent, and yet for 20%, it is other factors (chance, family pressure, and misguidance). The choice of profession affects his/her psychological health and private life in a positive way and enhances his/her quality of life when it is done according to one's interests, talent, values, expectation, and other personality features (Seligman, 1980; Savickas, 1990). Interests, values, attitude, and talent should be evaluated together. Therefore, it has been thought that more scientific ways and methods should be used for a profession like teaching which requires professional liability and consciousness.

It has been observed that female teachers experience maladaptation more on emotional determination and personal adaptation subscales when *t*-test scores of personal-social adaptation and subscales are analyzed according to gender. A study by Özgün (2007) showed that females experience more emotional indetermination and males experience maladaptation more on confirming to social norms. According to a study by Dündar (2004), female students' level of social adaptation is higher than that of male students. There is no difference between female and male students in terms of personal adaptation.

The study results which were conducted in Turkey whether there is difference between levels of personal and social adaptation have born various results. One of the main reasons of this situation is thought to be the difficulty in presenting the difference between adaptation and maladaptation and different points of view about adaptation and maladaptation. It has been observed that prospective teachers' level of adjustment shows difference depending on their perception of identity. Only 38% of prospective teachers in experimental group told that they think they are in "achieved identity" status.

According to research findings, those who think that are foreclosure identity status have more problems about family and social relationships. They have also been observed to have more problematic social adaptation. The main reason of this can be interpreted as follows: Though the behaviors about values and identity that are forced on the individual may be regarded as the individual accepted them, in fact this situation causes adaptation problems. Moreover, those who regard themselves as in identity diffusion status experience problems in conforming to social norms, and have more antisocial tendency. It has been thought that they cannot commit themselves to their goals, because they cannot determine their own beliefs, values, and goals. This leads them to have more antisocial tendency.

According to findings, those in moratorium identity status have lower levels of self-actualization. They are the ones who start forming their identities and have crisis, but postpone forming their identities. Findings show that the prerequisite to self-actualization is to form an identity. They also show they experience emotional indetermination, neurotic trends and problems about personal and social adaptation.

In general, those in foreclosure identity status experience adaptation problems more intensely when the

relationship between perceived identity statuses and adaptation is considered. One of its main reasons is the disturbance because of the identity forced by the parents or another figure of authority and adaptation problems. The reason is that in other identity statuses, the individual decides on the identity status even if they do not experience any crisis, but this is not the case with those who are in foreclosure identity status.

There is no study on identity statuses and adaptation problems in Turkey. However, according to a study by Çuhadaroğlu (1999), and Türkbay, Özcan, and Doruk (2005), depression and general symptoms have been found to be high in adolescents who experience identity confusion. In another study by Kahn et al. (1985), it had been found that individuals who are successful in forming their identities are also successful in forming close relationships and marriages, they can also tolerate the problems in marriage more (Beckett, 2002).

Perceived personal values (power, success, spirituality, and universality) show variety in groups according to self-actualization, emotional determination, psychotic symptoms, and personal adaptation subscales. This indicates that those who have spirituality value experience more adaptation problems than those who have power value in terms of self-actualization, emotional determination, psychotic symptoms, and personal adaptation.

Prospective teachers have remarked that they think they are suitable for “spirituality value” (38%) most among other values (power, success, and universality). Findings indicate that those who think as stated above experience adaptation problems more intensely. One of the main reasons is that they cannot act accordingly with this value and it has been thought that this situation brings about adaptation problems. However, it can be claimed that these problems may also arise, because these prospective teachers cannot act so due to societal, moral, and religious inconvenience.

In a study by Sarı (2005), prospective teachers had ordered the values according to their importance as follows: political, moral, religious, financial, aesthetic, social, and scientific values. In a study applied in the USA by Theodore (1986), students and instructors ordered the values as follows: values about self-improvement, values about interpersonal relationships, values about social issues, and religious and moral values. In a study on prospective teachers by Bacanlı (2002), it had been found that male students feature respecting traditions and being religious. According to another study, moral values are thought to have secondary importance for males and it is in third rank for females. Absence of social values on the list is the most remarking issue. Though it is not significant, social values are on the first rank for females, but it is in the third rank for males (Yapıcı & Zengin, 2003). The study results above are generally in accordance with the findings. However, in a study by Dilmaç, Bozgeyikli, and Çıkılı (2008), the values that prospective teachers care about most had been found to be universality, safety, benevolence, and self-direction (spirituality was not questioned). In a study by Kuşdil and Kağıtçıbaşı (2000), the most important values among teachers were “universality, safety, and benevolence”.

Social needs of prospective teachers show variance in terms of “emotional determination, neurotic trends, personal adaptation, and general adaptation”. According to findings, it is possible to say that those who are in need of “being prestigious” experience more adaptation problems. The experimental group consists of prospective teachers who prepare for KPSS. Certainly, working for the government at a state school makes teachers prestigious. It has been thought that stress because of the exam and the desire to be prestigious by working at a state school cause adaptation problems. There is no study about social needs and adaptation problems.

Prospective teachers' psychological needs show significant variance in reference to emotional

determination, psychotic symptoms, and personal adaptation. Prospective teachers who are in need of "loving/being loved" experience more problems about emotional determination, psychotic tendency, and personal adaptation. According to findings, the most important need for prospective teachers is the need for "success".

Individuals who are emotionally undetermined are generally tense and anxious. Those who have psychotic tendency are overemotional and they avoid people. Therefore, it can be claimed that it is expectable for those who had problems about loving and being loved to be maladaptive in terms of this study. There is not any study about psychological needs and adaptation problems investigated in this one in Turkey. In a study by Cihangir-Çankaya (2005), the autonomy supported that an individual gets from his/her surroundings affects their psychological satisfaction. It has been confirmed that satisfaction of basic psychological needs affects satisfaction in life and subjective well-being in a positive way. Prospective teachers who need loving/being loved experience more adaptation problems according to the findings of this study. This finding has parallels with other study findings. According to a study by Devenci (2007), psychological needed of teachers are prestige, confidence, love, communication (relationship), and success. Male teachers' needs are prestige, love, confidence, communication, and success, whereas, female teachers' needs are safety, prestige, communication, and success.

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