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THE DETERMINATION OF RELATION AMONG THE FUTURE TIME PERSPECTIVES, ACADEMIC DELAY OF GRATIFICATION PREFERENCES AND BURNOUT LEVELS OF PROSPECTIVE TEACHERS

The aim of this study is to determine the relation among the future time perspectives, academic delay of gratification and burnout levels of prospective teachers in different fields participating in PPSE (the Public Personnel Selection Examination in Turkey) courses and to compare them according to certain variables. 220 prospective teachers attending PPSE courses in 2012-2013 school year participated in the study. Kruskal-Wallis test was used for more than two variables which do not show normal distribution in intergroup comparisons and Mann-Whitney U test was used for variables, group number of which are two. Significance level was regarded as α=.05. A significant difference in favour of females was found in value sub-dimension of future time perspective pursuant to genders of the prospective teachers according to results of the study (p<0.01). A significant difference in favour of university graduates (p<0.05) was noticed in personal success sub-dimension of burnout according to graduation status of the prospective teachers. A significance difference was determined in favour of university graduates (p<0.01) in terms of the academic delay of gratification preferences of them. Moreover, according to the number of taking PPSE of prospective teachers, a significant difference was determined in favour of prospective teachers who took the exam once (p<0.05) with regard to the value sub-dimension of future time perspective and the academic delay of gratification preferences (p<0.05). A significant difference was noticed in favour of prospective teachers who have not any teaching experience (p<0.05) in the value sub-dimension of future time perspective according to the duration of experience. A significant difference was observed in favour of the prospective teachers who have teaching experience in terms of academic delay of gratification preferences (p<0.05).

Keywords: *future time perspectives, academic delay of gratification, burnout levels, perspective teachers.*

Introduction

Parallel to the technological and social developments in the world, for individuals to achieve necessary qualities both education institutions and teachers should renew themselves based on this change. To have a successful career, pre-service teachers should be trained and equipped in three areas of field knowledge, professional knowledge and general knowledge equally. Despite this fact, students could fail to understand the idea of different courses in different fields are equally important for their careers. In other words, the candidates associate their future success in career mostly with their achievements in field courses. This leads to motivation of candidates in matters related to their professional future in different levels and decrease their motivation especially in occupational courses (Avcı and Erden, 2013). The concept of the future time perspectives is generally explained with the effects of short term and long term expectations of the individuals for the future on their present actions. According to Lens and Tsuzuki (2005), future time perspectives is the effect of the goals the individual for the shorter term or long term future on present actions; according to Nuttin and Lens (1985), it is long term plans of individuals for the future; according to Shell and Husman (2001), it is the connection established by individuals between present actions and future goals for a long time.

Teachers' fear of failure, their procrastination that could be related to perfectionism and individual self-control beliefs could affect their participation in academic studies related to professional and personal development and could end up in procrastination or withdrawal. Future perceptions of teachers also shape the procrastinations they experience in professional development (Fingermen andPerlmutter, 2001; Avcı, 2008). Conducted studies demonstrated that among the most significant variables that affect academic procrastination behavior low motivation, individual's fear of failure, self-efficacy perception and motivation could be listed (Brownlow and

Reasinger,2000; Balkıs et al., 2006; Kağan, 2009; Onwuegbuzie, 2004, Steel,2007, cited by Bulut, 2014).

As a result of low motivation, teachers could not complete their self-development, their job satisfaction decreases especially due to negative work conditions and causes a general unwillingness. Finally, it is known that several teachers want to quit their profession soon after they start working as teachers. Studies showed that one of the reasons for this was exhaustion (Özmen,2001). Burnout levels was initially defined by Freudenberger (1974) as "starting to feel exhausted due to extreme wants and demands on energy, strength or resources" (cited by Peker, 2002; Polatçı, 2007). In addition to this definition, there is a consensus that burnout level is a psychological experience that contains expectations, attitudes, motivations and emotions, appearing in a personal level (Akçamete et al., 2001). On the other hand, Maslach and Jackson (1981) described burnout level as a physical, cognitive and emotional state of depletion characterized by chronical fatigue, despair and hopelessness emotions, development of negative self-conception, and negative attitudes towards the job, life and other individuals (Cited byÇokluk,1999; Özyurt,2004). Also defined as a type of job-related stress, burnout level demonstrates itself with an increase in emotional exhaustion and depersonalization and a decrease in the sense of achievement (Izgar,2001). Naring et al. (2006) identified teaching as a high-stress profession where burnout levels are frequently experienced because teachers could suppress and hide certain emotions to fulfill their duties and responsibilities. The danger of burnout level awaits those teachers who had to direct their emotions continuously. As a result, burnout level of teachers could hamper educational and instructional activities at schools (Çavuşoğlu, 2005). According to Whiteman, Young and Fisher (cited by Deryakulu, 2005), as burnout level of teachers increases, they tend to perceive the behavior of students more negatively. This situation ruins teacher-student communications and weakens the instructional quality of the teacher. Moral collapse, increase in authoritarian behavior, miscommunication with colleagues and resistance against innovations are observed in teachers with high burnout levels. A decrease in traits such as communication, empathy and taking responsibility is observed in teachers who experience burnout level. This causes a reduction in their professional performance.

In Turkey, in 2002, the Public Personnel Selection Examination (KPSS) was initiated, combining Civil Service Examination (DMS) implemented in 1999 and Central Elimination Examination for Institutions (KMS) implemented in 2001 by Student Selection and Placement Center (ÖSYM) (Gündoğdu et al.,2008). However, several studies demonstrated that, as the last stage before employment, KPSS creates pressure and high anxiety on pre-service teachers, causing negative attitudes and behavior towards taking the exam and burnout level (Baştürk, 2007, 2008; Gündoğdu et al., 2008; Karaçanta, 2009; Şahin and Arcagök, 2010; Karadeniz and Demir, 2010; Karaca, 2011; Tümkaya et al., 2007; Sezgin and Duran, 2011; Eğitim-Bir-Sen, 2011; Tösten et al.,2012). In a study they conducted, Kaya and Büyükkasap (2005, cited by Ümmet ve Otrar, 2015) demonstrated the negative perspectives of pre-service teachers towards KPSS using difficulty of appointments and future anxiety. On the other hand, Kolaç (2007) reported that one of the most significant factors in pre-service teachers not being able to find time to read books was KPSS. Several pre-service teachers who took KPSS took the exam several times and when they were not appointed, they chose to teach in the private sector or as private teachers, or work in other professions. As the number of pre-school teachers taking the exam increases, the thought of becoming a pre-service teacher and the belief in appointment decrease (Eğitim-Bir-Sen, 2011; http://www.egitimbirsen.org.tr). It is possible to claim that not being appointed as teachers could be effective on their exhaustion levels as well as the frequency of their procrastination behavior and their negative perspectives on future plans.

On the other hand, Maslach and Jackson (1981) described burnout level as a physical, cognitive and emotional state of depletion characterized by chronical fatigue, despair and hopelessness emotions, development of negative self-conception, and negative attitudes towards the job, life and other individuals (Cited byÇokluk,1999; Özyurt,2004).

Academic delay of gratification preferences; The notion delay of desire in the academic field individuals put off that they can reach impulse and pleasurable opportunity transiently for important and valuable academic award, aim and target as time-wise. Burnout Levels; teacher burnout has been regarded as a factor which would hinder teachers' ability to perform their responsibilities.

Purpose

The aim of this study is to determine the relation among the future time perspectives, academic delay of gratification and burnout levels of prospective teachers in different fields participating in PPSE (the Public Personnel Selection Examination in Turkey) courses and to compare them according to certain variables.

Method

Samples

Participants were informed about the purpose of the study for each stage, that participation was voluntary, and that completion of the anonymous survey served as consent to participate.220 prospective teachers attending PPSE courses in 2011-2015 school year participated in the study.

Data Collection Tool

Academic delay of gratification scale developed by Bembenutty and Karabenick (1998) and adapted to Turkish by Avcı and Erden (2009) was used in order to identify academic delay of gratification preferences. In order to determine the future time perspectives of prospective teachers, future time perspective scale developed by Husman and Shell (1996) and adapted to

Turkey by Avcı and Erden (2009) was used. Maslach burnout scale developed by Maslach and Jackson (1981) and adapted to Turkish by Ergin (1992) was used with an attempt to determine the burnout levels of prospective teachers.

Data Analysis

The descriptive survey model was employed in the present study. The data obtained in the study were analyzed based on the research questions. Kruskal-Wallis test was used for more than two variables which do not show normal distribution in intergroup comparisons and Mann-Whitney U test was used for variables, group number of which are two. Significance level was regarded as α=.05

Findings

Table 1.

Frequency and Percentage Distributions of the Sample Based on Gender, Number of PPSE Tests Taken and Teaching Experience

Gender	**f**	**%**	**# of PPSE taken**	**f**	**%**	**Experience**	**F**	**%**
Female	**167**	72	1	**97**	42	N/A	**84**	36
Male	**65**	28	2	**46**	20	1-5 years	**78**	34
			3	**44**	19	5-10 years	**23**	10
						10 years & over	**36**	15
			Unspecified	**45**	19	Unspecified	**11**	5
Total	**232**	**100**	**Total**	**232**	**100**	**Total**	**232**	**100**

Based on Table 1, it was observed that 72% of pre-service teachers were female and 28% were male. 52% of the pre-service teachers took the PPSE for the first time and 1% for the fourth time, and based on the years that the pre-service teachers were employed in different institutions after their graduation, 38% never worked, 16% had an experience of 10 years or over.

Table 2.

Results of the Mann Whitney U-Test on Future Time Perspectives, Academic Delay of Gratification and Burnout Level Scores of Pre-Service Teachers Based on Gender

		Cinsiyet	**n**	**Mean rank**	**U**	**p**
Future time perspective	**Commitment**	**Female**	165	110,95	4611.500	.253
		Male	62	122,12		
	Value	**Female**	165	123,53	3542.000	**.000**
		Male	62	88,63		
	Speed	**Female**	165	110,01	4457.000	.134
		Male	62	124,61		
	Width	**Female**	165	113,79	5081.00	.938
		Male	62	114,55		
Academic delay of gratification		**Female**	166	118,07	4720.000	.255
		Male	63	106,92		
Burnout	**Emotional burnout**	**Female**	161	112,51	4908.500	.848
		Male	62	110,67		
	Depersonalization	**Female**	161	106,69	4136.000	**0.46**
		Male	62	125,79		
	Individual Achievement	**Female**	161	109,44	4579.000	.339
		Male	62	118,65		

As shown in Table 2 a significant difference in favour of females was found in value sub-dimension of future time perspective pursuant to genders of the prospective teachers according to the results of the study ($p<0.01$).

Table 3.

Results of the Mann Whitney U-Test on Future Time Perspectives, Academic Delay of Gratification and Burnout Level Scores of Pre-Service Teachers Based on Graduation Status

			n	Mean rank	U	p
Future time perspective	**Commitment**	**Graduated**	124	114.44	5959.500	.618
		Not graduated	100	110.10		
	Value	**Graduated**	124	108.42	5693.500	.292
		Not graduated	100	117.57		
	Speed	**Graduated**	124	119.87	5286.000	.057
		Not graduated	100	103.36		
	Width	**Graduated**	124	116.72	5677.000	.276
		Not graduated	100	107.27		
Academic delay of gratification		**Graduated**	123	127.48	4615.500	**.000**
		Not graduated	103	96.81		
Burnout	**Emotional burnout**	**Graduated**	124	110.79	5916.500	.939
		Not graduated	96	110.13		
	Depersonalization	**Graduated**	124	111.89	5780.000	.711
		Not graduated	96	108.71		
	Personal success	**Graduated**	124	99.09	4537.500	**.002**
		Not graduated	96	125.23		

As shown in Table 3, a significant difference was determined in favour of university graduates ($p<0.01$) in terms of the academic delay of gratification preferences of them. A significant difference in favour of university graduates ($p<0.05$) was noticed in personal success sub-dimension of burnout according to graduation status of the prospective teachers.

Table 4.

Results of the Kruskal-Wallis H Test on Future Time Perspectives, Academic Delay of Gratification and Burnout Level Scores of Pre-Service Teachers Based on Job Experience

Dimensions		**Experience**	**n**	**Mean rank**	**Sd**	**X^2**	**p**
Future time perspective	**Commitment**	Unemployed	82	116.06	3	5.960	.114
		1-5 years	78	113.09			
		5-10 years	23	109.52			
		10 years & over	35	86.11			
	Value	Unemployed	82	121.07		8.010	**.046**
		1-5 years	78	107.89			
		5-10 years	23	110.54			
		10 years & over	35	.85.30			
	Speed	Unemployed	82	112.75		3.304	.347
		1-5 years	78	110.49			
		5-10 years	23	119.83			
		10 years & over	35	92.90			
	Width	Unemployed	82	108.63		2.213	.529
		1-5 years	78	116.23			
		5-10 years	23	102.98			
		10 years & over	35	99.50			
Academic delay of gratification		Unemployed	82	91.02	3	21.235	
		1-5 years	78	125.72			
		5-10 years	23	88			

Dimensions		Experience	n	Mean rank	Sd	X^2	p
		10 years & over	35	136.43			**.000**
Burnout	**Emotional burnout**	Unemployed	82	115.60	3	5.858	.119
		1-5 years	78	102.47			
		5-10 years	23	122.74			
		10 years & over	35	90.64			
	Depersonalization	Çalışmıyor	82	104.50		11.332	
		1-5 years	78	100.24			
		5-10 years	23	147.89			**.010**
		10 years & over	35	103.83			
	Personal success	Çalışmıyor	82	105.68		12.527	
		1-5 years	78	92.62			
		5-10 years	23	134.98			**.006**
		10 years &over	35	126.67			

As shown in Table 4, a significant difference was noticed in favour of prospective teachers who had not any teaching experience ($p<0.05$) in the value sub-dimension of future time perspective according to the duration of experience. A significant difference was observed in favour of the prospective teachers who had teaching experiences in terms of academic delay of gratification preferences ($p<0.01$).

Table5.

Results of the Kruskal-Wallis H Test on Future Time Perspectives, Academic Delay of Gratification and Burnout Level Scores of Pre-Service Teachers Based on number of PPSE Taken

Dimensions	Number of PPSE taken		n	Mean rank	sd	X^2	p
Future time perspectives	**Commitment**	**1**	95	85,98	3	3.768	.288
		2	45	97,20			
		3	42	103,19			
		4	2	72			
	Value	**1**	95	103,14		8.662	**0.34**
		2	45	76,24			
		3	42	86,29			
		4	2	83,25			
	Speed	**1**	95	91,98		.300	.960
		2	45	95.19			
		3	42	91.51			
		4	2	77.50			
	Width	**1**	95	90.87		.490	.921
		2	45	94.41			
		3	42	93.10			
		4	2	114.25			
Burnout	**Emotional burnout**	**1**	95	90.28	3	2.328	.507
		2	45	92.47			
		3	42	86.39			
		4	2	142.50			
	Depersonalization	**1**	95	87.62		3.690	.297
		2	45	97.77			
		3	42	86.35			
		4	2	145.25			

Dimensions	Number of PPSE taken	n	Mean rank	sd	X^2	p
Personal success	**1**	95	92.88		4.567	.206
	2	45	92.77			
	3	42	80.10			
	4	2	149.75			
Academic delay of gratification	**1**	95	80.65	3	12.889	**0.05**
	2	45	98.53			
	3	42	114.55			
	4	2	117.50			

According to the number of taking PPSE of prospective teachers, a significant difference was determined in favour of prospective teachers who took the exam once ($p<0.05$) with regard to the value sub-dimension of future time perspective and the academic delay of gratification preferences ($p<0.05$).

Furthermore, positive correlations were found respectively between genders of the prospective teachers and the desensitization sub-dimension of burnout ($p<0.05$), between the academic delay of gratification preferences and future time perspectives ($p<0.01$), between the number of taking PPSE ($p<0.01$) and desensitization ($p<0.01$), between the duration of teaching experiences and the number of taking PPSE ($p<0.01$).

Discussion and Conclusion

The result of the study showing that woman candidates as compared to men, candidates who had PPSE exam for one time as compared to those who had more, candidates who do not have experience value more than candidates who have years of experience do, also the university graduate candidates, who have more years of experience, delay their academic desires more and particularly, university graduate candidates feel themselves more depressed regarding personal achievement.

Study findings demonstrated that there was a significant difference favoring the females between the future time perspective dimension and value sub-dimensions of pre-service teachers based on gender. Thus, it could be stated that the female pre-service teachers had more positive value judgments for the future of the teaching profession when compared to males. However, it could also be argued that there is a need for future studies that would demonstrate how pre-service teachers' perceptions differed based on gender. Furthermore, study findings showed that there was a significant difference favoring males between the depersonalization sub-dimension scores of the burnout dimension of the pre-service teachers based on gender. Similarly, in previous studies, Tümkaya (1996) reported that males experienced higher levels of burnout than females, and it was stated that males experienced higher levels of burnout in depersonalization and emotional burnout sub-dimensions (Ağaoğlu, Ceylan, Kerim and Madden, 2004) and in depersonalization sub-dimension (Karlıdağ, Ünal and Yoloğlu; 2000; Vızlı, 2005). Similarly, according to the results of studies by Özmen (2001) and Oruç (2007), Özmen (2001), it was determined that although there was no significant difference between the mean burnout scale depersonalization and personal success subscale scores of the teachers, females had higher emotional burnoutscores. Similarly, Ok (2002), Çimen (2007) and Babaoğlan (2006) stated that females experienced more burnout in the emotional burnout sub-dimension. According to Day, Çapri and Gökçakan (2012), female pre-service teachers experienced more burnout in the depersonalization sub-dimension when compared to males. According to the results of a study conducted by Koç (2015), it was observed that there was a significant difference between the burnout levels of pre-service teachers based on gender favoring females. In other studies similar results were reported (Ferrari, 1992; 2000; Kachgal, Hansen & Nutter, 2001; Onwuegbuzic, 2004, cited by Balkıs, 2006). According to a study by Green and Şahan (2012), there was a significant difference on procrastination behavior based on gender favoring males. Balkıs (2007) stated that in studies conducted on the effect of gender on procrastination behavior in the literature, there was no significant difference based on gender according to certain studies, while in others, males had a higher tendency for procrastination than females. The findings of the same study by Balkıs (2007) demonstrated that female pre-service teachers displayed a lower tendency for procrastination behavior. Similar results were obtained in a study conducted by Çetin (2009). Similarly, Özsoy et al. (2009) indicated that females were better off in terms of their professional attitudes, habits and academic achievements when compared to males, and the same finding was reported by several other studies. Furthermore, according to Demir and Kösterilioğlu (2015), male pre-service teachers had higher levels of academic procrastination tendency when compared to female pre-service teachers. According to Bulut (2014), female pre-service teachers were able to give up their desires for their academic career. According to Özer and Altun (2011), there was a significant correlation between reasons for academic procrastination and gender.

Based on the graduation status of the pre-service teachers, there was a significant difference between the burnout dimension and personal success subscale favoring university graduates. Based on the results of a study

conducted by Oruç (2007), there was a significant difference between those who did not consider the teaching profession to be suitable for them and those who considered that teaching profession was suitable based on all sub-dimensions of burnout. Those who did not consider the teaching profession to be suitable for them experienced more burnout in the sub-dimensions of emotional burnout, depersonalization and personal success. The results of a study conducted by Aksoy (2007) were consistent with these results. It could be argued that factors such as pre-service teachers' appointment after graduation and a prolonged preparation period for PPSE might have led to this result.

A significant difference was also found favoring university graduates based on academic delay of gratification behavior of the pre-service teachers. According to the results of a study conducted by Yeşil and Şahan (2012), the motivation, will to realize ideals, self-confidence on individual success of pre-service teachers were more effective on their academic procrastination behavior. In a similar study, Balkıs (2007) found that a higher number of pre-service teachers reported that their academic procrastination behavior was more affected by external factors than those who reported that their academic procrastination behavior was more affected by internal factors. Similar findings were obtained in the studies by Lee (2005) and Özsoy et al. (2009). Deniz et al. (2009) stated that various procrastination behaviors were more common among high school students than those who recently graduated from the university. Balduf (2009) indicated that college students exhibited more procrastination behavior, while Ferrari and Scher (2000, cited by Yeşil and Şahan, 2012) reported that achieving the level of mastery in learning skills led the learners to more academic procrastination behavior.

It was determined that there was a significant difference between future time perspective dimension value sub-dimension and academic delay of gratification scores of pre-service teachers based on the number of PPSE taken favoring the first-time takers. Thus, it could be stated that the candidates who have taken the PPSE once had a more positive value judgment about the teaching profession, as well as a higher level of perception about the future of the profession. Furthermore, the high level of procrastination behavior of the candidates was likely due to their appointment anxiety, anxiety about the different conditions experienced during the preparatory period for the exam and the exhaustion of the preparation period due to expectations for a rapid appointment. It could be argued that there is a need for further studies to address this issue in literature.

Based on the job experiences of pre-service teachers, there was a significant difference between future time perspective value sub-dimension scores favoring those without any teaching experience, between academic delay of gratification scores favoring the pre-service teachers with 10 or more years of experience, and between depersonalization and personal success sub-dimension scores of the burnout dimension favoring the candidates with 5-10 years of experience. Thus, it could be stated that the pre-service teachers without teaching experience had more positive value judgments about the teaching profession, and their perceptions for the future of the profession were also higher. Furthermore, it could be stated that candidates with 5-10 years of professional experience considered themselves to be more successful in the profession, however they were more insensitive to practices and innovations for professional development. This could be due to the fact that professional self-esteem increases with the professional experience, but it could also be argued that depersonalization could be a result of the anxiety of not being appointed to a position and the prolongation of the period of waiting for an appointment.

In conclusion, it was observed that female pre-service teachers more than males, the candidates who took the PPSE once more than those who took it more than once, and those who had no teaching experience more than those with experience were likely to value their goals and university graduate candidates delayed their academic gratification more and especially university graduate candidates experienced more burnout on personal success sub-dimension.

Based on the abovementioned findings, it is necessary to conduct different studies to determine the future time perspectives, procrastination behavior and burnout levels of the pre-service teachers who graduated from the faculties of education or from others, especially to determine the differentiations on the levels of the candidates that take the PPSE on the abovementioned parameters, to organize informative meetings for both student and graduate pre-service teachers who spend efforts for appointment in order to provide support to encourage their efforts for appointment. Furthermore, it could be recommended that conferences and panels might be organized to clarify the significance of vocational courses before graduation.

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ВИЗНАЧЕННЯ ЗВ'ЯЗКУ МІЖ ЧАСОВОЮ ПЕРСПЕКТИВОЮ, ВІДСТРОЧЕННЯМ АКАДЕМІЧНОГО ЗАОХОЧЕННЯ ТА РІВНЕМ ЕМОЦІЙНОГО ВИГОРЯННЯ МАЙБУТНІХ УЧИТЕЛІВ

Метою дослідження є визначення співвідношення між часовою перспективою, відстроченням академічного заохочення та рівнем емоційного вигоряння потенційних вчителів, які відвідують спеціальні курси на складання іспиту для майбутніх учителів у Туреччині (Public Staff Selection Examination in Turkey), та їх порівняння за деякими змінними. У дослідженні взяли участь 220 майбутніх учителів, які відвідували вищезазначені курси у 2012-2013 навчальному році. Серед емпіричних методів дослідження було використано тест Крускала-Уолліса та тест Манна-Уітні (рівень значимості $\alpha = .05$). Було визначено, що існує суттєва різниця між ціннісною сферою часової перспективи та затримкою академічного заохочення вчителів, залежно від кількості спроб складання іспиту, порівняно з тими, хто вперше складає його. Таким чином, можна стверджувати, що кандидати, які складали іспит усього один раз, мали більш позитивне ставлення до професії педагога, а також більш високий рівень позитивного сприйняття майбутнього професії. Залежно від досвіду роботи вчителів зафіксовано значну різницю між часовою перспективою на користь тих, хто не має досвіду викладання, між затримкою академічного заохочення на користь тих учителів, які мали стаж роботи 10 або більше років, а також між деперсоналізацією та особистісною успішністю за рівнем емоційного вигоряння на користь респондентів з 5-10-річним досвідом роботи. Таким чином, можна стверджувати, що майбутні викладачі, які не мають педагогічного досвіду, більш позитивно оцінюють професію педагога, а їхні уявлення про майбутнє професії також є вищими. Учителі жіночої статі, порівняно з чоловіками; ті вчителі, що складали іспит один раз порівняно з тими, хто його складав його більше одного разу, а також ті, хто не має досвіду роботи, порівняно з тими, хто має його, були більш цілеспрямованими.

Ключові слова: часова перспектива, відсрочення академічного заохочення, рівень вигоряння, майбутні вчителі.

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