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AGGRESSION AND SELF-ESTEEM LEVELS OF PRESCHOOL AND PRIMARY SCHOOL TEACHER CANDIDATES AND THEIR RELATIONS WITH CERTAIN VARIABLES

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ВРЪЗКАТА МЕЖДУ НИВАТА НА АГРЕСИЯ И САМОУВАЖЕНИЕ НА ПРЕДНАЧАЛНИ И НАЧАЛНИ БЪДЕЩИ УЧИТЕЛИ

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ABSTRACT: *Aggression is identified as hurtful and irritating behaviours towards another being or object* [1] *and involves all behaviours intending to hurt someone physically or psychologically* [2]. *Self esteem describes the condition of admiration which composes self concept in the result of assessing ownself. In other words, self esteem is the condition of being self- satisfied not think as superior or inferior* [3].

The purpose of this study is to determine the aggression levels of Preschool and Primary School Teacher candidates and the relation between self esteem and agression levels. Besides, it has been tried to determine their relation with certain variables like gender, alcohol and cigarette using, being exposed to violence in a part of their life. For this purpose, Buss-Durkee Aggression Scale and Rosenberg Self Esteem Scale has been applied to 400 teacher candidates, 200 of which are from preschool teaching, and 200 of which are from primary school teaching. In the end of the research, it has been determined that there is an inverse significant relation between the self esteem and aggression levels of teacher candidates. It's been confirmed that the different classes, being exposed to violence by the parents or the teachers, and use of smoke don't affect the aggression levelsof teacher candidates. The alcohol has an effect on physical aggression and self esteem and aggression levels of primary school teacher candidates differ by the class level.

Key Words: *Aggressiveness, self esteem, teacher candidates.*

Introduction

All impolite and irritating behaviours intending to harm physically and psychologically towards another being is defined as aggression [1, 4, 5]. It is specified that aggression is a notion which involves the behaviours like domination, ruling, handling, ingratiation, indoctrination, exploitation [6, 7].

The notion of self shows the conception of a person of himself. The self esteem, however, is the result of one's conception of himself and his expectations of being acknowledged or rejected; it shows if the person finds himself valuable or how much he does if he values himself. It is a learned life and a life-long process [3, 8]. Self esteem is formed in parallel with the behaviours of parents, relatives, friends and teachers depending on his experiences and the interaction between the biological features, which come with the birth of the child, and the environment [9]. The individuals who possess a high amount of self esteem, make positive self evaluation, do not behave aggressively and try to overcome their weak sides by exploring them [10]. Coleman and Hendry (1990) express that the individuals who possess a high amount of self esteem show tendency to be happy, healthy, productive and successful, they try harder to overcome the difficulties, and tend less to be dominated by their peers, but the ones who have less self esteem are preoccupied and pessimist, and they tend to be unsuccessful [11]. An individual with a low self esteem is not self-confident enough, dependant and shy [12].

Teachers must have the professional competencies and carry the positive personel features [13] and they are expected to control their emotions like anger, concern and fear, give empathetic reactions and be calm and interested [14]. According to the social learning theory, when it is thought that aggressive behaviours are learned by imitating a model, when teachers shows emotions like anger and frenzy in or out of the class, they present proper or improper models to the children [14]. Negatory, reckless and relentless behaviours by teachers may increase the tendency of children to act aggressively, and hard and

physical punishments cause children to learn aggressive behaviours [15, 16, 17].

Since behaviours are formed in a physical and social environment, like self esteem, aggressive behaviours are also affected by environmental factors. And since the schools, where children spend most of their time, are one of the most important social environments, the school environment play an important role in the development of the behaviours, attitudes and values of the children [18, 19]. Hence, the schools are the most ideal environments in preventing the aggression and teaching the pacifying and peacemaking methods [20, 21]. When it is considered that the teachers are the most important practitioners, it is needed to determine and decrease the aggression levels of the teachers, who will be models for the children, before they even become teachers. Therefore it is important to determine and decrease the aggression levels of the teachers, who will be models for the children, before they become teachers.

Aim

To determine the relation between aggression and self-esteem levels of Preschool and Primary School Teacher Candidates.

Through this aim, following questions will try to be answered:

1. Is there any difference between the aggression levels of Preschool and Primary School Teacher Candidates?
2. Is there any difference between the self esteem levels of Preschool and Primary School Teacher Candidates?
3. Is there any relation between the self esteem and aggression levels of the teacher candidates?
4. Do the self esteem and aggression levels of the teacher candidates in the scope of the research change depending on alcohol usage and smoking?
5. Do the self esteem and aggression levels of the teacher candidates in the scope of the research change depending on being exposed to violence by parents and teachers?
6. What are the types of violence which teacher candidates in the scope of the research get by their parents and teachers?
7. Do the aggression levels of the teacher candidates change depending on the class levels?
8. Do the self esteem levels of the teacher candidates change depending on the class levels?

Method

The target population of the research which is run by general scanning model is formed of 400 teacher candidates who go to Uludag University, Education Faculty, Department of Elementary School, Programme of Preschool and Primary School in 2010-2011 semester. 200 teacher candidates out of 400 go to Primary School Teaching Programme and 200 go to Preschool Education. 155 teacher candidates who go to Primary School Teaching are girls, and 45 are boys. 180 teacher candidates who go to Preschool Education are girls and 20 are boys.

Data Collection Tool

Buss-Durkee Aggression Scale

Vallidity and reliability of Buss-Durkee Agression Scale (BDAS) in Turkish population is studied by Can (2002) in order to scale the aggression potentials of the individuals. Point being high shows that the aggression level is high, and the point being low shows the aggression level is low. Buss-Durkee Agression Scale is formed of physical aggression, anger, hostility and indirect aggression sub-scales [22]. The minimum and maximum point in physical aggression sub-scale is 8-40; in verbal aggression sub-scale is 5-25; in anger sub-scale is 8-40; in hostility sub-scale is 7-35; in indirect aggression sub-scale is 6-30.

Rosenberg Self Esteem Scale

The scale has been developed by Rosenberg (1965) and it is formed of 12 sub –scale and a total of 63 questions [23]. The first 10 questions which scales the self esteem is used in this research.

The points possible change between 0-30. The validity and reliability of the scale were made by Çuhadaroğlu (1986). The validity rate has been determined as 71% and reliability rate has been determined as 75% [24].

Information Form

Information form is developed by the researchers in order to learn the gender, department, class level, alcohol and cigarette usage, be exposed to violence by parents or by teachers and these violence types.

Findings and Conclusion

Table 2. Statistical Information on Self Esteem and Aggression Levels of Teacher Candidates in the Scope of the Research

	$\bar{x}$	df	n
Physical	13,31	5,07	400
Verbal	12,4	3,11	400
Anger	18,93	5,42	400
Hostility	17,14	3,83	400
Indirect	12,7	3,31	400
Aggression Total	74,5	15,91	400
Self Esteem	22,22	4,66	400

The average of physical aggression levels of teacher candidates is 13,31; the average of verbal aggression levels is 12,4; the average of anger points is 18,93; hostility point average is 17,14; indirect aggression point average is 12,7. It is determined that the self esteem point average is 22,22. It is determined that aggression points of teacher candidates are low in all of the sub-scales and the self esteem levels are at medium levels. One research shows that the majority of aggression levels of the teacher candidates are at medium levels [19].

Table 3. t Test Results on the Difference Between the Aggression Levels of Teacher Candidates of Primary School and Preschool Teaching

	Department	n	$\bar{x}$	df	t	p
Phsycial	**Class Teacher**	200	13,62	5,35	1,21	0,23
	Preschool Education	200	13,01	4,76		
Verbal	**Class Teacher**	200	12,51	3,00	0,68	0,49
	Preschool Education	200	12,3	3,21		
Anger	**Class Teacher**	200	19,43	5,62	1,82	0,07
	Preschool Education	200	18,44	5,19		
Hostility	**Class Teacher**	200	17,03	3,64	-0,6	0,57
	Preschool Education	200	17,25	4,02		
Indirect	**Class Teacher**	200	12,86	3,33	0,91	0,37
	Preschool Education	200	12,56	3,30		
Total	**Class Teacher**	200	75,49	16,12	1,21	0,23
	Preschool Education	200	73,57	15,68		

As seen in Table 3, a significant difference between the general aggression levels and the aggression sub scales of teacher candidates was not found ($p<.05$).

Table 4. t Test Results on the Difference Between the Self Esteems of Teacher Candidates of Primary School and Preschool Teaching

	Department	n	$\bar{x}$	df	t	p
Self Esteem	**Class Teacher**	200	22,16	4,56	-0,3	0,78
	Preschool Education	200	22,29	4,77		

A significant difference between the self esteems of Primary School and Preschool teacher candidates was not found ($p<.05$). Comparably, Physical Education students that self esteem does not differ in respect of departments [25].

Table 5. Pearson Correlation Belonging to the Relation Between the Self Esteem and Aggression Levels of Teacher Candidates

	Physical	Verbal	Anger	Hostility	Indirect	Total Aggression	Self Esteem
Physical	*1*	,38(**)	,53(**)	,41(**)	,59(**)	,80(**)	-,08
Verbal	,38(**)	1	,48(**)	,39(**)	,32(**)	,64(**)	-,02
Anger	,53(**)	,48(**)	1	,60(**)	,45(**)	,84(**)	-,24(**)
Hostility	,41(**)	,39(**)	,60(**)	1	,45(**)	,74(**)	-,18(**)
Indirect	,59(**)	,32(**)	,45(**)	,45(**)	1	,72(**)	-,10
Total Aggression	,80(**)	,64(**)	,84(**)	,74(**)	,72(**)	1	-,18(**)
Self Esteem	-,08	-,02	-,24(**)	-,18(**)	-,10	-,18(**)	1

** p<.05

A reverse significant relation between the self esteem and aggression levels of teacher candidates was found (r=0,18). Accordingly, as the aggression increase, their self esteem decrease, and as the aggression levels decrease, their self esteem increase. Also, a reverse significant relationg between the self esteem and anger (r=-0,24) and hostility (r=,-180). It has been determined that the teacher candidates who possess high anger and hostility emotions has low self esteem. Aggressive children have less self esteem than the non aggressive children [26]. Self esteem points of children who are in the late childhood period predict the aggression levels at significant level [27].

Ausubel (1958), determined that the situations threatening the self esteem and blocking the individual may cause anger, fear and aggression emotions in the individual [28]. The depresion and anxiety levels in the children who are exposed to bullying are higher, their self esteems are lower and they need more psychological services [29].

Table 6. t Test Results on the Affects of Violence from the Parents on Self Esteem and Aggression Levels

		n	$\bar{x}$	df	t	p
Phsycial	**Yes**	111	13,43	5,03	0,29	0.77
	No	289	13,27	5,09		
Verbal	**Yes**	111	12,71	3,43	1,22	.25
	No	289	12,29	2,97		
Anger	**Yes**	111	19,38	5,88	1,02	.31
	No	289	18,76	5,24		
Hostility	**Yes**	111	17,12	3,77	-0,07	.94
	No	289	17,15	3,86		
Indirect	**Yes**	111	12,32	3,21	1,46	.15
	No	289	12,86	3,34		
Total Aggression	**Yes**	111	75,05	16,60	0,4	.69
	No	289	74,33	15,67		
Self-Esteem	**Yes**	111	22,50	5,10	0,76	.45
	No	289	22,11	4,49		

The average of physical aggression levels of teacher candidates who were exposed to violence by their parents is 13,43; the average of verbal aggression levels is 12,71; the average of anger points is 19,38; hostility point average is 17,12; indirect aggression point average is 13,32; general aggression point average is 75,05 and self esteem point average is 22,50.

Table 7. The Statistical Information Regarding the Violence Types of the Teacher Candidates Who Are Exposed to Violence by Their Parents

		Class Teacher		Preschool Education		Total	
Aggression		f	%	f	%	f	%
Verbal	**Yes**	39	82,98	48	75	87	78,38
	No	8	17,02	16	25	24	21,62
	Total	47	100	64	100	111	100
Physical	**Yes**	27	57,45	38	59,38	65	58,56
	No	20	42,55	26	40,63	46	41,44

	Total	47	100	64	100	111	100
	Yes	16	34,04	16	25	32	28,83
Psychological	**No**	31	65,96	48	75	79	71,17
	Total	47	100	64	100	111	100

78,38% of the teacher candidates from Primary School and Preschool Education state that they were verbally exposed to violence by their parents, 58,56% were exposed physically, and 28,83% were exposed psychologically. Primary School Teacher Candidates (83%) and Preschool Education Teacher Candidates (75%) state that they were mostly exposed to violence verbally.

Table 8. t Test Results Regarding the Effects of Being Exposed to Violence by Teachers on Self Esteem and Aggression Levels

		n	$\bar{x}$	df	t	p
Phsycial	**Yes**	229	13,23	5,03	-0,39	.70
	No	171	13,43	5,13		
Verbal	**Yes**	229	12,63	3,14	1,7	.089
	No	171	12,10	3,04		
Anger	**Yes**	229	19,16	5,43	0,96	.34
	No	171	18,63	5,42		
Hostility	**Yes**	229	17,38	3,76	1,45	.147
	No	171	16,82	3,91		
Indirect	**Yes**	229	12,70	3,29	-0,04	.97
	No	171	12,71	3,35		
Total Aggression	**Yes**	229	75,15	15,76	0,91	.36
	No	171	73,69	16,12		
Self-Esteem	**Yes**	229	21,97	4,72	-1,24	.21
	No	171	22,56	4,58		

The average of physical aggression levels of teacher candidates who were exposed to violence by their teachers is 13,23; the average of verbal aggression levels is 12,63; the average of anger points is 19,16; hostility point average is 17,38; indirect aggression point average is 12,70; general aggression point average is 75,15 and self esteem point average is 21,97.

Table 9. The Statistical Information Regarding the Violence Types Which the Teacher Candidates Are Exposed to by Their Teachers

		Class Teacher		**Preschool Teacher**		**Total**	
Aggression		**f**	**%**	**f**	**%**	**f**	**%**
Verbal	**Yes**	89	71,2	70	67,31	159	69,43
	No	36	28,8	34	32,7	70	30,57
Physical	**Yes**	92	73,6	75	72,12	167	72,93
	No	33	26,4	29	27,88	62	27,07
Psychological	**Yes**	39	31,2	40	38,46	79	34,5
	No	86	68,8	64	61,54	150	65,5

Teacher candidates stated that 69,43% of them were subjected to verbal, 72,93% to physical and 34,5% to psychological violence by the teachers during their childhood. This result shows that the teachers could prefer physical violence.

A survey with primary, middle and upper classes has shown that the the percentage of students that experience physical violence at least once a month is 28,5%, the percentage of students that has taken a beating at least once from their teachers since last year is 45%, and the percentage of students that has never taken a beating is 36% [30].

In the survey with the students of second class of the primary school where acts of violence can be observed have higher anger levels, and they are even more prone to violence [31].

Table 10. t Test Results Concerning the Effect of smoking on the Level of Aggression

		n	$\bar{x}$	df	t	p
Phsycial	**Yes**	41	13,93	5,73	0,74	.46
	No	358	13,25	4,99		
Verbal	**Yes**	41	12,95	3,34	0,80	.42
	No	358	12,35	3,08		
Anger	**Yes**	41	18,83	6,17	1,18	.24
	No	358	18,95	5,34		
Hostility	**Yes**	41	16,88	3,92	-0,13	.89
	No	358	17,17	3,83		
Indirect	**Yes**	41	12,39	3,37	-0,47	.64
	No	358	12,75	3,30		
Total Aggression	**Yes**	41	74,98	17,84	-0,67	.51
	No	358	74,51	15,71		
Self esteem	**Yes**	41	22,73	4,49	0,18	.86
	No	358	22,16	4,69		

As shown in Table 10, the following information has been discovered: average score of physical aggression of smoker teacher candidates: 13,93, average score of verbal aggression 12,95, average score of anger 18,83, average score of hostility 16,88, score of indirect aggression 12,39, average score of general aggression 74,98, average score of self-esteem 22,73.

Table 11. t-Test Results Concerning the Effect of Alcohol Use on the Level of Aggression

		n	$\bar{x}$	df	t	p
Phsycial	**Yes**	46	15,35	5,78	2,91	.004*
	No	353	13,06	4,92		
Verbal	**Yes**	46	12,87	3,74	1,07	.29
	No	353	12,35	3,02		
Anger	**Yes**	46	19,04	5,06	0,14	.89
	No	353	18,93	5,48		
Hostility	**Yes**	46	17,04	3,72	-0,19	.85
	No	353	17,16	3,85		
Indirect	**Yes**	46	13,13	3,98	0,90	.37
	No	353	12,66	3,21		
Total Aggression	**Yes**	46	77,80	17,29	1,47	.14
	No	353	74,14	15,70		
Self esteem	**Yes**	46	23,22	3,97	1,55	.12
	No	353	22,09	4,74		

As shown in Table 11, the following information has been discovered: average score of physical aggression of drinker teacher candidates 15,35, average score of verbal aggression of drinker teacher candidates 12,87, average score of anger of drinker teacher candidates 19,04, average score of hostility of drinker teacher candidates 17,04, average score of indirect aggression of drinker teacher candidates 13,13, average score of overall aggression of drinker teacher candidates 77,80 and average score of self-esteem of drinker teacher candidates 23,22. It has been discovered that use of alcohol has no effect on students' overall levels of aggression and self esteem. However, according to the results of the survey, it has been confirmed that the use of alcohol has significant effect on physical aggression, which is one of sub-dimensions aggression. ($p < .05$).

Table 12. Statistical Information concerning Aggression Levels of Students according to Branch and Class

		Class Teacher Candidates			Preschool Teacher Candidates		
	Class Level	n	$\bar{x}$	df	n	$\bar{x}$	df
Physical	1	50	14,58	5,17	50	13,3	4,95
	2	50	15,90	6,58	50	13	4,20
	3	50	12,12	4,36	50	13,16	4,49
	4	50	11,88	3,95	50	12,56	5,43
	Total	200	13,62	5,35	200	13,01	4,76
Verbal	1	50	13,22	3,27	50	12,5	3,29
	2	50	12,44	3,16	50	12,72	3,17
	3	50	12,36	2,91	50	12,64	3,23
	4	50	12,02	2,59	50	11,34	3,05
	Total	200	12,51	3,00	200	12,30	3,21
Anger	1	50	20,06	5,37	50	18,08	4,83
	2	50	21,42	6,34	50	18,82	5,82
	3	50	18,7	5,35	50	19,56	4,89
	4	50	17,52	4,66	50	17,30	5,03
	Total	200	19,43	5,62	200	18,44	5,19
Hostility	1	50	17,04	3,78	50	16,88	3,96
	2	50	18,28	3,45	50	17,78	4,15
	3	50	16,48	3,42	50	17,94	3,50
	4	50	16,32	3,66	50	16,4	4,32
	Total	200	17,03	3,64	200	17,25	4,02
Indirect	1	50	13,3	3,40	50	12,58	3,24
	2	50	14,26	3,52	50	12,72	2,91
	3	50	11,88	2,87	50	13,14	3,40
	4	50	11,98	2,97	50	11,78	3,55
	Total	200	12,86	3,33	200	12,56	3,30
Total Aggression	1	50	78,2	15,63	50	73,34	15,47
	2	50	82,5	18,19	50	75,1	15,62
	3	50	71,38	14,12	50	76,44	14,54
	4	50	69,86	13,17	50	69,38	16,59
	Total	200	75,49	16,12	200	73,57	15,68

As seen in Table 12, the average of physical aggression levels of primary school teacher candidates is 13,62; the average of verbal aggression levels is 12,51; the average of anger points is 19,43; hostility point average is 17,03; indirect aggression point average is 12,86; general aggression point average is 75,49. It has been determined that the average of physical aggression levels of preschool teacher candidates is 13,01; the average of verbal aggression levels is 12,30; the average of anger points is 18,44; hostility point average is 17,25; indirect aggression point average is 12,56; general aggression point average is 73,57.

Table 13. ANOVA Results Regarding the Relation Between the Aggression Levels of Teacher Candidates by Their Departments and Class Levels

		Class Teacher Candidates					Preschool Teacher Candidates				
		Sum of Squares	df	Mean Square	F	p	Sum of Squares	df	Mean Square	F	p
Physical	Between Groups	569,88	3	189,96	7,26	.000*	15,46	3	5,15	0,22	0,88
	Within Groups	5127,24	196	26,16			4497,54	196	22,95		
	Total	5697,12	199				4512,99	199			
Verbal	Between Groups	38,58	3	12,86	1,43	.23	62,68	3	20,89	2,06	0,11
	Within Groups	1757,4	196	8,97			1989,32	196	10,15		
	Total	1795,98	199				2052	199			
Anger	Between Groups	426,895	3	142,30	4,77	.000*	141,4	3	47,13	1,77	0,15
	Within Groups	5847,98	196	29,84			5215,88	196	26,61		
	Total	6274,88	199				5357,28	199			
Hostility	Between Groups	118,46	3	39,49	3,07	.030*	80,82	3	26,94	1,69	0,17

	Within Groups	2517,36	196	12,84			3128,68	196	15,96		
	Total	2635,82	199				3209,5	199			
	Between Groups	194,415	3	64,81	6,32	.000*	48,54	3	16,18	1,5	0,22
Indirect	**Within Groups**	2008,38	196	10,25			2112,86	196	10,78		
	Total	2202,80	199				2161,39	199			
	Between Groups	5253,66	3	1751,22	7,39	.000*	1409,34	3	469,78	1,94	0,13
Total	**Within Groups**	46452,3	196	237,00			47529,82	196	242,50		
	Total	51705,96	199				48939,16	199			

As seen in Table 13, it has been determined that the average of physical aggression levels of primary school teacher candidates does not differ by the class level ($p<.05$); but it has been determined that the anger ($p=,00$), hostility ($p=.03$), indirect aggression ($p=.00$) and general aggression levels ($p=.00$) show significant difference by the class levels. Also, as a result of the research, it has been determined that the aggression levels of preschool teacher candidates in all sub-scales do not differ by class levels.

The intrinsic anger point averages of mathematic teacher candidates are more than primary school, physical education, music and preschool teacher candidates [14].

Table 14. Sheffe Test Results Regarding the Significant Difference Between the Aggression Levels of Teacher Candidates by Their Department and Class Levels

	Class Teacher Candidates				
	Class Level		**Mean Difference**	**Std. Error**	**p**
Physical	**1**	**2**	-1,32	1,023	0,65
		3	2,46	1,023	0,13
		4	2,7	1,023	0,08
	2	**3**	3,78	1,023	0,00*
		4	4,02	1,023	0,00*
	3	**4**	0,24	1,023	0,99
Anger	**1**	**2**	-1,36	1,092	0,67
		3	1,36	1,092	0,67
		4	2,54	1,092	0,15
	2	**3**	2,72	1,092	0,11
		4	3,9	1,092	0,006*
	3	**4**	1,18	1,092	0,76
Hostility	**1**	**2**	-1,24	0,717	0,39
		3	0,56	0,717	0,89
		4	0,72	0,717	0,80
	2	**3**	1,8	0,717	0,10
		4	1,96	0,717	0,06
	3	**4**	0,16	0,717	0,99
Indirect	**1**	**2**	-0,96	0,640	0,52
		3	1,42	0,640	0,18
		4	1,32	0,640	0,24
	2	**3**	2,38	0,640	0,003*
		4	2,28	0,640	0,006*
	3	**4**	-0,1	0,640	0,99
Total Aggression	**1**	**2**	-4,3	3,079	0,58
		3	6,82	3,079	0,18
		4	8,34	3,079	0,07
	2	**3**	11,12	3,079	0,005*
		4	12,64	3,079	0,001*
	3	**4**	1,52	3,079	0,97

According to the Sheffe Test result, which is done in order to determine the source of significant differences, physical aggression point average of primary school teacher candidates shows a significant difference at a level of .05 between 2nd and 3rd and 4th classes. Anger point average shows a significant difference between 2nd and 4th classes ($p=.006$). But although a significant difference has been seen between the groups, its level hasn't been determined. When the indirect

aggression sub dimension is overviewed, it is seen that the differentiation is between 2nd and 3rd (p=.004) and 4th (p=.007) classes. When total aggression is overviewed it is seen that there is a significant level between 2nd and 3rd (p=.005) and 4th (p=.001) classes.

While it is thought that there is no relation between aggression and class levels in some researches which study aggression and class levels [32, 33] some researches say that the aggression levels of 4th classes are more than the ones of 1st classes [34].

Table 15. Statistical Information Regarding the Self Esteem of Teacher Candidates by Their Departments and Classes

		Class Teacher Candidates			Preschool Teacher Candidates		
	Class Level	n	$\bar{x}$	df	n	$\bar{x}$	df
Self Esteem	1	50	21,22	4,52	50	22,34	4,70
	2	50	20,68	4,55	50	22,22	5,10
	3	50	24,1	4,30	50	22,84	3,99
	4	50	22,62	4,21	50	21,74	5,28
	Total	200	22,16	4,56	200	22,29	4,77

Average self-esteem score of primary school teacher candidates are 21,22 in first grade, 20.68 in second grade, 24,1 in third grade amd 22.62 in fourth grade and average self-esteem score of pre-school teacher candidates are 22.34 in the first grade, 22,22 in the second grade, 22,84 in the third grade and 21,74 in the fourth grade.

Table 16. ANOVA Results concerning the Self-esteem of Students according to Branch and Grade Levels

		Class Teacher Candidates					Preschool Teacher Candidates				
		Sum of Squares	df	Mean Square	F	p	Sum of Squares	df	Mean Square	F	p
Self Esteem	Between Groups	352,46	3	117,48	6,08	0,00*	30,61	3	10,21	0,44	0,7
	Within Groups	3787,74	196	19,32			4500,1	196	22,96		
	Total	4140,19	199				4513	199			

According to Table 16, it has been established that the self-esteem of primary school teacher candidates differ according to grade level whereas that of preschool teacher candidates' do not. In one research, self-esteem shows increase depending on the grade level [35]. Other research determined that grade level has no effect on self-esteem in their study with high school students [11].

Table 17. Sheffe Test Results concerning the Differentiation of Primary School Teacher Candidates' Self-esteem according to the Grade Level

	Class Teacher Candidates				
	Class Level		Mean Difference	Std. Error	p
Self Esteem	1	2	0,54	0,88	0,94
		3	-2,88	0,88	0,01*
		4	-1,4	0,88	0,47
	2	3	-3,42	0,88	0,00*
		4	-1,94	0,88	0,19
	3	4	1,48	0,88	0,42

According to the result of Sheffe test, there is a significant difference between the self-esteem of first graders and that of third graders (p=.01). In addition, it has been discovered that there is also a significant difference between 2. grade and 3. grade students' self-esteem levels.

Conclusion and Suggestions

It's been determined that aggression scores of teacher candidates are low on all sub-scales, whereas self-esteem is moderate. What is more, no significant difference between aggression levels and self esteem of primary school teacher

and preschool teacher candidates has been confirmed.

It has been discovered that there is a significant inverse relation between aggression levels and self-esteem of preschool and primary school teacher candidates, that while teacher candidates' aggression levels increase, their self-esteem decreases or vice versa. It has also been confirmed that teacher candidates' self-esteem decreases as their anger and hostility levels increase.

It's been confirmed that 78,38% of Primary School and Preschool Teacher candidates were exposed to violence verbally by their parents, 58,56% were punished physically, and 28,83% were psychologically exposed to violence. It's also been confirmed that being exposed to violence by the parents doesn't affect the self esteem

It's been confirmed that 69,43% of Primary School and Preschool Teacher Candidates were exposed to violence verbally by their teachers, 72,93% were punished physically, and 34,5% were psychologically exposed to violence. It's been confirmed that being exposed to violence by the teachers during their childhood doesn't affect the self esteem and aggression levels of teacher candidates.

It has been confirmed that use of smoke has no effect on total aggression levels, aggression lower dimensions and self esteem of teacher candidates. It also has been confirmed that use of alcohol does not have an effect on general aggression levels and self esteem of teacher candidates, but it affects the physical aggression which is one of the lower dimensions of aggression.

It's been determined that physical aggression levels of primary school teacher candidates don't differ by their class levels, but anger, hostility, indirect aggression and general aggression levels show significant difference by the class and aggression levels of teacher candidates decrease in the fourth year. As a result of the study, it's been determined that the aggression levels of preschool teacher candidates in all lower dimensions don't differ by the class level.

It's been determined that self esteem points of teacher candidates don't increase by the class level; self esteem of primary school teacher candidates shows significant difference by the class levels in favor of third classes; and the self esteem of preschool teacher candidates doesn't differ by the class level.

Educational programs which aim reducing the aggression must be implemented in undergraduate programs in faculties raising teachers.

As the age and education increase, the aggression decreases, that's why it's possible to determine self esteem and aggression levels of the children in the age when they are exposed to violence and better understand the relation between the self esteem and aggression levels and being exposed to violence.

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