

An Analytical Study About Obsessive Compulsive Obsessions of Prospectives Teachers

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ABSTRACT In this descriptive study, it is aimed to analyze the obsessive compulsive disorders that prospective teachers of psychological counseling department. It is detected that 188 (98.4%) prospective guidance teachers in sample group have any obsessions and three of the prospective teachers do not have any. It is determined that the three of the prospective teachers made use of psychological support in order to get rid of these obsessions and benefitted from it. While there is not a significant difference among variables such as gender, grade and geographical region, mostly mentioned obsessions can be stated as suspicion (42%), hygiene (37.2%), symmetry (30.9%), consummation (24.5%) and accumulation (19.7%). In addition, obsessions of marriage (0.5%) and map (1.6%) are mentioned at lowest level. When prospective teachers' obsessions are investigated according to sex characteristics; it is determined that women's mean rank is higher on obsessions such as cleaning, counting, symmetry, illness and the black art, while on the other hand, men's mean rank is higher on completing, repeating, echolalia, marriage, believing to be sinful, suspicion and sexual obsessions.

INTRODUCTION

According to the humanistic educational approach, a teacher creates an environment of interest, respect and trust. Teachers help students notice their and others' behaviors and give feedback each others in interpersonal relationships (Bell and Schiniedewind 1989; Rossiter 1976).

It is expected of teachers to have a great role in establishing social peace, making individuals socialized and getting prepared for social life (Özden 1999). That is why, counseling of guidance teachers is important in terms of adaptation to the social life.

Nowadays, guidance and counseling services have become an important element of modern education (Hatunoglu and Hatunoglu 2006). It is seen that psychological consultation services have become an expertise service and help has been provided by the professional people at schools since 1970. Guidance is a process of helping an individual. Guidance help is a psychological one, not an admonishment. In the mentioned process, both, the ones getting help and the one providing help are important (Kepçeoğlu 1992) so guidance teachers should have characteristics such as being well-consistent, reliable, patient and tolerant, obeying the rules of the society, listening to others, directing and supporting students.

It is important for a student to be aware of his own qualifications, to know and realize himself,

to develop a positive self-conception and to be an autonomous individual. In other words, personal development and harmony of a student come to the fore (Ersever 1990; Jarett 1973; Rogers 1969). The aim of contemporary protective psychological counseling and guidance approach is not vocational guidance and helping individuals having problems but dealing with emotional, social, personality development and adaptation of whole individuals (Bernard and Fullmer 1977).

When the guidance services forming the essence of help is defined in general terms, it can be said that "guidance is a systematical and professional help process practiced in order to help the individual find himself, to be aware of the opportunities around and to realize himself through good preferences (Hatunoglu and Hatunoglu 2006). Therefore, guidance teachers offering counseling services are expected to be the one reliable, consistent, listening to others, coming up with new solutions according to the lifestyle of the individual and not having a psychological disorder.

Obsessive compulsive disorder has been known for about 300 years and it has been defined for the first time in 1838 by Etienne Dominique Esquitol in medical literature (Jenike 1995). Obsessive compulsive disorder is an anxiety disorder comprising of either existence one of the obsessions and compulsion or both of them. Obsession is a thought, idea, dream and impulse causing stress and experienced improperly. As

for compulsion, it is repeated actions, behaviors and ideas in order to remove the effect of anxiety related to obsessions (Sadock and Sadock 2007).

Obsessions are something repeating, involuntary, product of the mind and irritating for the ego. Because of those feature of obsessions, an individual tries to get rid of those but those obsessions are any kind of idea, drive or dreams occupying one's mind, being persistent and compelling in the contrary. Obsessions are defined as "fixation, monomania, hypochondria or anxiety" by the patients. Any kind of repetitive behaviors making an impression that it has a purpose behind are expressed as compulsive behaviors (Bayraktar 1997).

Puberty and young adulthood period are the terms that the disorder starts at most. The disorder rarely comes over after 40s (Bayraktar 1997). However, children and teenagers are mostly prone to hide their complaints for years due to the shame and fear arising from obsessive compulsive disorder symptoms. It is seen that most of the students go on with their lives without any treatment while a little get treatment (Heyman et al. 2003). Accordingly, obsessions can hinder one from the occupational functions to social activity and to family- friendship relationship to a great extent (Bayer and Yavuz 2008).

Mostly observed obsessions are such as contamination (infection), doubt, somatic tidiness, sexual and religious issues in obsessive compulsive disorder. When it comes to mostly experienced compulsions, they involve controlling, washing, counting, symmetry and accumulation. Patients are concerned about contamination of different substances. However, most concerning items about contamination are dirt, germ, urine, feces and so on. Anxiety is experienced by the patient when he touches the items where they are supposed to be or when he even thinks that case. Doubt obsessions are among the mostly observed obsessions. The patient doubts whether he has closed the door, electricity, tap, gas tap and so on (Bayraktar 1997). It is observed that these kinds of obsessions make daily life difficult, bother him and even his family members and other people around. The opinion that early diagnosis is important in the treatment of OCD. Parents should observe their children from early ages and take measures (Pisgin and Ozen 2010).

As for the guidance profession, it is necessary for a trainee who will practice that profession not to have a personality disorder and not have an obsession bothering him and others.

Objectives

In this study, obsessive compulsive obsessions of psychological counseling and guidance prospectives teachers at faculty of education are analyzed and the current circumstance is aimed to be determined.

METHODOLOGY

In that part of the study, research model, population and sample, data collection technique, preparation of data collection tool and statistical method and techniques utilized in the analysis of the data are clarified.

In this study, the questions relating to sub-problems are analyzed. These questions are about the analytic of obsessive and compulsive disorders that prospective teacher of guidance department at faculty of education.

Problem Statement

What are the obsessive compulsive behaviors of prospective teachers of psychological counseling and guidance department at faculty of education?

1. Do the prospective teachers have obsessions?
2. Do the obsessions of the prospective teachers bother them?
3. Do the obsessions of the prospective teachers bother others?
4. What are the obsessions that the prospective teachers have?
5. Do the obsessions of prospective teachers vary by gender?
6. Do the obsessions of prospective teachers vary by grade?
7. Do the obsessions of prospective teachers differ from a geographical region to another?
8. Which obsessions do prospective teachers mostly have?

Research Model

In the study, although descriptive and relational data have been used, the study is a quantitative research. During the quantitative research process, a descriptive method has been carried out in order to define the obsessive com-

pulsive disorders that the prospective teachers may have in precise and careful way. Most common descriptive method used in studies of education is survey model (Büyüköztürk et al. 2013). Survey model is an approach aiming to define an event practiced in the past or available at the moment as they are (Karasar 2002). In description process, a questionnaire related to the obsessions of prospective teachers has been prepared by the researcher.

The questionnaire involves gender, grade, geographical region and types of obsessions. In that sense, the study has the characteristics of a relational survey model. Relational survey models aim to identify the existence and/or level of variation among two or more factors (Karasar 2002).

Study Group

The target population of the study is prospective teachers studying in psychological counseling and guide departments at faculty of education at state and foundation universities around Turkey. According to Karasar, that population is abstract and that is why it is easy to define but difficult to reach (difficulties related to time, finance). Because of the reasons in reaching the whole population, population reached is used. Reached population is the one that the researcher expresses his opinion by benefitting from either the observations he performed directly or observations done on chosen sample (Karasar 2002). The sample of the current study is constituted by a state university in Central Anatolian, Turkey. It is studied in 2013-2014 educational year with 492 students studying at psychological counseling and guidance department of that university. 239 of the student participated in the study. As 47 of the participants answered the items incompetently, those questionnaires were declared void. 188 questionnaires left were evaluated. Four of the students answered other choices. Demographical features of the individuals in study group are given in Table 1.

Data Collection

Data was acquired through a questionnaire. The first part of the questionnaire is formed by gender, grade and geographical region. As for the second part, there are obsessions. Those are the obsession of hygiene, symmetry, illness, accumulation consummation, magical, repetition,

Table 1: Demographical features of the individuals in study group

Variables		f	%
Gender	Female	126	67.0
	Male	62	33.0
Grade	First	38	20.2
	Second	57	30.3
	Third	42	22.3
	Fourth	51	27.1
Geographical Region	Central Anatolia	70	37.2
	Mediterranean	43	22.9
	Black Sea	14	7.4
	Aegean	20	10.6
	Eastern Anatolia	14	7.4
	Marmara	13	6.9
	Southeastern Anatolia	14	7.4

map, marriage, repetition of a word, belief to be sinful, doubt, religious, sexual and others.

Analysis of the Data

Acquired data was analyzed using statistical package of social sciences (SPSS) 15.00. The significance level was considered as 0.05 in the testing of the data.

During the analysis of the data, relational statistics were practiced along with descriptive statistics. The value of percentage (%) and frequency (f) were examined in the analysis of descriptive data. Kolmogorov-Smimov test results were analyzed in order to determine whether the homogeneity and normal distribution hypothesis of the data were ensured and it was utilized because there were 185 participants in the sample.

Table 2: Results of normal distribution test

	Kolmogorov-Smirnov		p
	Statistic	df	
Do you have an obsession?	.502	185	.000
Obsession of hygiene	.403	185	.000
Obsession of counting	.507	185	.000
Obsession of symmetry	.436	185	.000
Obsession of illness	.529	185	.000
Obsession of accumulation	.491	185	.000
Obsession of consummation	.468	185	.000
Magical obsession	.535	185	.000
Obsession of repetition	.529	185	.000
Obsession of map	.535	185	.000
Obsession of marriage	.524	185	.000
Obsession of word repetition	.529	185	.000
Obsession of belief to be sinful	.524	185	.000
Obsession of doubt	.378	185	.000
Religious obsession	.538	185	.000
Sexual obsession	.537	185	.000

When Table 2 is examined, it is seen that the results of Kolmogorov-Smirnov test are significant. The result shows that the data does not have normal distribution therefore it is necessary to use non-parametric data during analysis. The Mann Whitney U was used in the examination of the obsessions that the prospective teachers have by considering gender variable and Kruskal Wallis test was performed in detection of the obsessions that prospective teachers have with regard to their grade and geographical region lived.

RESULTS

When the obsessions of prospective teachers are examined in Table 3, it is seen that 16 (8.5%) participants have the obsessions all the time and 169 (89.9%) participants have occasionally. In addition, it is stated by 3 (1.6%) prospective teachers that they do not have any kind of obsessions. The mentioned case can be interpreted as prospective teachers have some obsessions. Moreover, 185 (84.3%) prospective teachers having any kind of obsessions thought that those obsessions bother them but not the others around (51.4%). In Table 3, the state of prospective teachers getting psychological support related to their obsessions is presented.

Table 4: State of prospective teachers getting psychological support

	Yes		No	
	f	%	f	%
Have you ever got any psychological support in order to get rid of obsessions? (n.185)	3	1.6	182	98.9
If yes, the psychological support has been beneficial?	3	100	-	-

Once Table 4 is examined, only 3 (1.6%) of the prospective teachers having any kind of obsessions stated that they got psychological support for that.

Moreover, prospective teachers (3 of them, that is, a 100%) getting support think that psychological support is beneficial. Findings about the obsessions of prospective teachers are presented at Table 5.

Table 5: Results about the level of the obsessions that prospective teachers have

	Existent		Nonexistent	
	f	%	f	%
Obsession of hygiene	70	37.2	118	62.8
Obsession of counting	30	16.0	158	84.0
Obsession of symmetry	58	30.9	130	69.1
Obsession of illness	19	10.1	169	89.9
Obsession of accumulation	37	19.7	151	80.3
Obsession of consummation	46	24.5	142	75.5
Magical obsession	3	1.6	185	98.4
Obsession of repetition	19	10.1	169	89.9
Obsession of map	3	1.6	185	98.4
Obsession of marriage	1	.5	187	99.5
Obsession of word repetition	20	10.6	168	89.4
Obsession of belief to be sinful	23	12.2	165	87.8
Obsession of doubt	80	42.6	108	57.4
Religious obsession	13	6.9	175	93.1
Sexual obsession	14	7.4	174	92.6

When Table 5 is examined, it is seen that mostly stated obsessions are with obsession of doubt (42.6%), hygiene (37.2%), symmetry (30.9%), consummation (24.5%) and accumulation (19.7%). Marriage obsession (0.5%) and obsession of map (1.6%) are expressed least.

According to independent variable defined by researcher (gender, grade and geographical region lived), findings about the obsessions of prospective teachers are submitted in Table 6.

When Table 6 is examined, the obsessions of prospective teachers considering gender are examined, and it is seen that both females and males sometimes have an obsession in general. There is not a significant difference as for inter groups mean rank ($U=3503.000; p>0.05$). That finding shows that gender is not a significant variable on obsession.

Table 3: Results about the existence of obsessions for prospective teachers

	Always		Sometimes		Never	
	f	%	f	%	f	%
Do you have an obsession?	16	8.5	169	89.9	3	1.6
If yes, do obsessions bother you? (n:185)	18	9.7	138	74.6	29	15.7
If yes, do obsessions bother others?	1	.5	89	48.1	95	51.4

Table 6: Mann Whitney U test results about obsessions with regard to gender

			Do you have an obsession?			Total
			Never	Sometimes	Always	
Gender	Female	f	3	113	9	125
		% Intragroup	2.4	90.4	7.2	100.0
		% Intergroup	100.0	68.1	56.3	67.6
	Male	f	0	53	7	60
		% Intragroup	.0	88.3	11.7	100.0
		% Intergroup	.0	31.9	43.8	32.4
Total			3	166	16	185
			1.6	89.7	8.6	100.0
			100.0	100.0	100.0	100.0
			<i>U</i>	<i>Z</i>	<i>p</i>	
Do you have an obsession?				3503.000	-1.377	.169
If yes, do obsessions bother you?				3455.500	-1.110	.267
If yes, do obsessions bother others?				3226.000	-1.772	.076

When Table 7 is examined, the obsessions that prospective teachers have studied by considering their gender, it is defined that females have a higher mean rank about obsessions of hygiene, counting, symmetry, illness and magical one. As for males, it is found that males have a higher level mean rank on obsessions of consummation, repetition, word repetition, marriage, belief to be sinful, doubt and sexual one. As for inter groups mean rank, there is statistically significant difference on obsession of hygiene, belief to be sinful and sexual obsession. While females have obsession of hygiene more than males ($U_{Temizlik}=2852.50$; $p=0.002$; $p<0.05$), males have sexual obsessions more than females ($U_{cinsel}=3060.00$; $p=0.00$; $p<0.05$).

When Table 8, which is about the obsessions of prospective teachers in regard to their grades

is analyzed, it is detected that prospective teachers in any grades have an obsession at sometimes level. It is found out that the mean rank considering grades of prospective teachers is not statistically significant ($\chi^2=1.394$; $p>0.05$). That finding indicates that grade is not a significant variance on obsession.

It is seen in Table 9 that senior students have the highest level of obsession when the obsessions considering grades are examined. It is detected that they have higher level obsessions on consummation, magic, marriage, doubt and sexual ones than the other graders. While 3rd graders mostly have obsessions of belief to be sinful and word repetition, 2nd graders have higher level religious and illness obsession. These variations among mean rank in regard to grades are not significant for the obsessions of

Table 7: Mann Whitney U test results about the obsessions of prospective teachers with regard to their gender

According to gender of the students	<i>U</i>	<i>Z</i>	<i>p</i>	Source of variance
Obsession of hygiene	2852.500	-3.134	.002**	Mean rank(female) 100.18 > Mean rank(male) 78.04
Obsession of counting	3682.500	-.310	.756	-
Obsession of symmetry	3397.500	-1.287	.198	-
Obsession of illness	3457.500	-1.632	.103	-
Obsession of accumulation	3750.000	.000	1.000	-
Obsession of consummation	3650.000	-.392	.695	-
Obsession of repetetion	3580.000	-.948	.343	-
Obsession of word repetition	3487.500	-1.464	.143	-
Obsession of belief to be sinful	3392.500	-1.870	.061	-
Obsession of doubt	3622.500	-.436	.662	-
Religious obsession	3730.000	-.132	.895	-
Sexual obsession	3060.000	-4.418	.000**	Mean rank(male) 104.50 > Rank(female) 87.48

** $p<0.01$

Table 8: Kruskal Wallis test results of prospective teachers about obsession considering grade

			Do you have an obsession?			Total
			Never	Sometimes	Always	
Grade	1 st	f	0	34	4	38
		% Intra group	.0	89.5	10.5	100.0
	2 nd	% Inter group	.0	20.5	25.0	20.5
		f	2	48	6	56
	3 rd	% Intra group	3.6	85.7	10.7	100.0
		% Inter group	66.7	28.9	37.5	30.3
	4 th	f	0	39	1	40
		% Intra group	.0	97.5	2.5	100.0
	Total	% Inter group	.0	23.5	6.3	21.6
		f	1	45	5	51
		% Intra group	2.0	88.2	9.8	100.0
		% Inter group	33.3	27.1	31.3	27.6
	3	166	16	185		
	1.6	89.7	8.6	100.0		

Table 9: Kruskal Wallis test results of prospective teachers considering grades

In regard to grades	χ^2	<i>p</i>
Obsession of hygiene	3.709	.295
Obsession of counting	4.755	.191
Obsession of symmetry	.470	.925
Obsession of illness	4.442	.218
Obsession of accumulation	1.146	.766
Obsession of consummation	2.376	.498
Obsession of repetition	2.941	.401
Obsession of word repetition	.338	.953
Obsession of belief to be sinful	3.964	.265
Obsession of doubt	2.886	.410
Religious obsession	1.114	.774
Sexual obsession	3.397	.334

prospective teachers. That result shows that grade is not a significant variable about the obsessions of prospective teachers.

When the distribution of the prospective teachers according to the geographical region they live in are seen in Table 10, it is observed that prospective teachers from Central Anatolia (36.8%), Mediterranean (22.7%) and Aegean Region (10.8%) constitute the sample of the study. In general, it is noticed that prospective teachers have any kind of obsession at sometimes level in every region. When the distribution of prospective teachers having obsession at sometimes level by considering the region they live is analyzed, Central Anatolia (36.7%), Mediterranean (21.7%) and Aegean (11.4%) come, respectively. For the always level of obsessions, Central Anatolia (37.5%), Mediterranean (31.3%) and Southeastern Anatolia (12.5%) come, respectively.

Mean rank about the geographical region that prospective teachers live is not statistically significant ($\chi^2=2.524$; $p>0.05$). That case shows that geographical region is not a significant variable on obsession.

When Table 11 in examined, differences among mean rank considering the geographical regions that prospective teachers live are not significant. It means that region is not a significant variable on obsessions.

DISCUSSION

Teachers may protect mental health of the students as well as ease educational activities if they practice some guidance service activities during educational processes (Hatunođlu and Hatunođlu 2006). It is necessary for teachers and prospective teachers to have a consistent characteristic and to be free from any kind of stereotyped thoughts, cultural obsessions and personality disorders disturbing himself and those around. The mentioned features are especially important for the guidance teachers and prospective teachers of that profession because they have a role to know, to deal with his personal problems, to direct and to consult. The teachers should also be tolerant to get psychological support. Nevertheless it is observed that psychological disorder is not known about in detail and there is a tendency to take nonmedical actions in the matter of reason and therapies in Turkish society (Uguz et al. 2007).

Table 10: Kruskal Wallis test results of prospective teachers about obsessions considering geographical region

			<i>Do you have an obsession?</i>			<i>Total</i>
			<i>Never</i>	<i>Sometimes</i>	<i>Always</i>	
<i>Region</i>	Central Anatolia	f	1	61	6	68
		% Intra group	1.5	89.7	8.8	100.0
		% Inter groups	33.3	36.7	37.5	36.8
	Mediterranean	f	1	36	5	42
		% Intra group	2.4	85.7	11.9	100.0
		% Inter groups	33.3	21.7	31.3	22.7
	Black Sea	f	0	14	0	14
		% Intra group	.0	100.0	.0	100.0
		% Inter groups	.0	8.4	.0	7.6
	Aegean	f	0	19	1	20
		% Intra group	.0	95.0	5.0	100.0
		% Inter groups	.0	11.4	6.3	10.8
	Eastern Anatolia	f	1	12	1	14
		% Intra group	7.1	85.7	7.1	100.0
		% Inter groups	33.3	7.2	6.3	7.6
	Marmara	f	0	12	1	13
		% Intra group	.0	92.3	7.7	100.0
		% Inter groups	.0	7.2	6.3	7.0
	Southeastern Anatolia	f	0	12	2	14
		% Intra group	.0	85.7	14.3	100.0
		% Inter groups	.0	7.2	12.5	7.6
<i>Total</i>		f	3	166	185	
		%	1.6	89.7	100.0	

<i>According to the geographical region participants live</i>	χ^2	<i>p</i>
Do you have an obsession?	2.524	.866
If yes, does the obsession bother you?	10.751	.096
If yes, does the obsession bother others?	7.121	.310

Table 11: Kruskal Wallis test results about obsessions of prospective teachers considering geographical regions

<i>In relation to geographical region that prospective teacher live;</i>	χ^2	<i>p</i>
Obsession of hygiene	2.033	.917
Obsession of counting	7.172	.305
Obsession of symmetry	2.267	.894
Obsession of illness	2.594	.858
Obsession of accumulation	7.085	.313
Obsession of consummation	9.172	.164
Obsession of repetition	4.337	.631
Obsession of word repetition	1.005	.985
Obsession of belief to be sinful	2.759	.838
Obsession of doubt	3.839	.698
Religious obsession	7.658	.264
Sexual obsession	6.318	.389

In the current study about the analytic of the obsessive and compulsive disorders that prospective teachers of psychological counseling and guidance department at faculty of education

have, it is seen that 185 (98.4%) prospective teachers have any kind of obsessions and 3 participants do not have any obsessions in Table 3.

It is stated that only three of the obsessed guidance teachers got psychological support in order to get rid of that obsession and the support was beneficial for them. Although 98.4 percent of the participants have any kind of obsession, they do not get psychological support in order to isolate those obsessions. The ratio is quite high and prospective teachers do not try to get rid of them. The reason behind the case could be that obsessions regarded as normal. Heyman et al. (2003) stated that children and teenagers have a tendency to hide their complaints for years because of the shame and fear arising from obsessive and compulsive disorder symptoms. Besides, in the study presented by Uguz et al. (2007) it is confirmed that while 76.9 percent of patient relatives take non-medical actions, 33.2 percent of them consult psychiatrists and many

of them pursue nonmedical proceedings in an attempt to seek help.

When Table 5 is analyzed, mostly mentioned obsessions of prospective teachers are the ones about doubt (42.6 percent), hygiene (37.2 percent), symmetry (30.9 percent), consummation (24.5 percent) and accumulation (19.7 percent). Moreover, obsession of marriage (.5 percent) and map (1.6 percent) are stated at least ratio. Flamant et al. (1988) came up with the result that some compulsions such as washing, hygiene, symmetry, repetition, arrangement are frequently seen. In the study presented by Karaman et al. (2011), it is determined that the most common obsessions are cleaning, suspicion and symmetry.

It is seen that in general both female and male prospective guidance teachers have obsessions at "sometimes" level when the obsessions considering gender are examined. There is not a significant difference about inter groups mean rank ($U=3503.000$; $p>0.05$). This finding indicates that gender is not an effective variable on obsession.

Males have a higher level of mean rank about obsessions of consummation, repetition, word repetition, marriage, belief to be sinful, doubt and sexual obsession. When it comes to inter groups mean rank, it is observed that there is statistically significant difference on obsession of hygiene, belief to be sinful and sexual obsession. While females have higher level obsession of hygiene than males ($U_{hygiene}=2852.50$; $p=0.002$; $p<0.05$), males have higher level sexual obsessions in comparison females ($U_{sexual}=3060.00$; $p=0.00$; $p<0.05$). Therefore, the obsessions may damage social activities, friend and family relationships (Bayer and Yavuz 2008). It can be arisen from the case that females spend more time at home compared to males and that is why the females deal with hygiene. As for males, it can arise because of the mentality of Turkish men.

It is detected that senior students have the highest level of obsession when the obsessions considering grades are analyzed. It is also found that obsessions of counting, consummation, marriage, and doubt, magical and sexual obsessions are frequently seen among the senior students. While 3rd graders have a higher level of obsession about belief to be sinful and word repetition, frequently seen obsessions of 2nd graders are about religion and illness. The

difference among mean rank considering grade of prospective teachers is not significant. That result shows that grades of the prospective teachers are not an effective variable on obsessions. Senior students have higher level obsession than other grades. The reason behind the case can be that senior students have attended more courses such as personality disorders and psychology during their educational process and they have been aware of those obsessions they have.

It is found out that obsessive compulsive disorder (OCD) occurs in the adolescence period of a child (Oner and Aysev 2011). As a result, Asgin (2010) is of the opinion that early diagnosis is important in the treatment of OCD. Parents should observe their children from early ages and take measures. *Item including other obsessions:* Four of the participants stated that they have plate reading, indecision, weight and bias obsessions.

CONCLUSION

According to the results of the study, it is detected that 185 (98.4%) of the prospective teachers out of 188 forming the study group have any kind of obsession and three prospective teachers have not got any obsession. Only three of the prospective teachers having any kind of the obsessions stated that they had a psychological support and benefitted from that. Mostly mentioned obsessions are about suspicion (42.6 percent) hygiene, symmetry (30.9 percent), consummation (24.5 percent) and accumulation (19.7 percent). When their gender is considered, it is seen that women had obsessions of hygiene and as for men, it is sexual fixation.

RECOMMENDATIONS

By taking those results into consideration the followings can be suggested. The prospective teachers that have obsessions like mentioned in the study should not appeal for help apart from medicine. They should benefit from medical helps. Psychological support can be provided for the prospective teachers having obsessions. Prospective teachers can be informed through symposiums that those obsessions are not something to feel ashamed about and they can be overcome them.

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