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The Attitudes of Prospective Teachers Towards the Profession of Teaching (The Case of Inonu University, Faculty of Education)

Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Tutumları (İnönü Üniversitesi, Eğitim Fakültesi Örneği)

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Abstract

This study intends to determine the attitudes of the students in the faculty of education towards profession of teaching. To this end, it is questioned whether “the attitudes of students towards the profession of teaching differ according to the variables including their gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, the socio-economic status (SES) of the neighborhood and family they live in, the grade they attend, type of schooling, and the reasons for choosing teaching profession”. The participants of the study comprise 593 students who are selected using rated cluster sampling method for the departments and rated element sampling method for the classes. All of the prospective teachers participating this study were administered the instrument for data collection. The instrument used to collect data in this study was the “Attitude Scale towards the Profession of Teaching”, a single-dimension Likert type scale with 5 points, originally developed by Üstüner (2006). A significant difference was observed between the attitudes of prospective teachers with intrinsic motivations towards the profession of teaching and those of latter teachers with extrinsic motivations towards the profession of teaching. Other variables for which significant differences were observed include gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, and the socio-economic status (SES) of the neighborhood and family they live in.

Key words: Attitude towards the profession of teaching, prospective teachers, the reason for choosing the profession of teaching.

Öz

Bu çalışmanın amacı, eğitim fakültesi öğrencilerinin öğretmenlik mesleğine yönelik tutumlarını belirlemektir. Bu amaçla “öğrencilerin öğretmenlik mesleğine yönelik tutumlarının; adayların cinsiyetleri, okumakta oldukları bölüm/programın türü, ÖSS’de tercih sıraları, yaşadıkları çevre, ailenin sosyoekonomik düzeyi (SED), kaçınıcı sınıfta oldukları, öğrenim türü ve öğretmenlik mesleğini tercih nedenleri değişkenlerine göre farklılık gösterip göstermediği” sorularına yanıt aranmıştır. Araştırmanın örneklemini bölümlerden oranlı küme örnekleme yoluyla, sınıflardan da oranlı eleman örnekleme yoluyla seçilen toplam 593 öğretmen adayı oluşturmaktadır. Örnekleme yer alan öğretmen adaylarının tamamına veri toplama aracı

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uygulanmıştır. Araştırmada veri toplama aracı olarak Üstüner (2006) tarafından geliştirilen ve Likert tipi beşli olarak derecelendirilen tek boyutlu bir ölçme aracı olan "Öğretmenlik Mesleğine Yönelik Tutum Ölçeği" kullanılmıştır. Öğretmenlik mesleğini içsel nedenlerden dolayı seçen öğretmen adaylarının mesleğe yönelik tutumları ile dışsal nedenlerden dolayı seçen öğretmen adaylarının mesleğe yönelik tutumları arasında anlamlı farklılığın olduğu gözlenmiştir. Öğrencilerin öğretmenlik mesleğine yönelik tutumları ile adayların cinsiyetleri, okumakta oldukları bölüm/programın türü, okumakta oldukları programı ÖSS'de tercih sıraları, yaşadıkları çevre ve ailenin sosyoekonomik düzeyi (SED) arasında anlamlı farklılıklar gözlenmiştir.

Anahtar Sözcükler: Öğretmenlik mesleğine yönelik tutum, öğretmen adayları, öğretmenlik mesleğini tercih nedeni.

Introduction

The term profession is described as a set of activities which are performed to produce goods or services for the public interest and to earn money in turn, based on some systematic knowledge and skills acquired through some certain training, and whose rules are established by the society (Kuzgun, 2000, p. 3). In this sense, when regarded as a social institution and a system, education has some major components including students, teachers, curriculum, administrators, educational experts, educational technology, and both physical and financial sources. Among them the teacher is the most critical component (Şişman, 2004, p. 5). The profession of teaching is dealt with and defined from different aspects (i.e. role expectations, how and where they should be trained, qualifications they should have, the characteristics of a good teacher etc.). The Article 43 of Basic Act on National Education No. 1739 defines teaching as a specialty profession in charge of state's duties with regard to education, instruction and relevant management (MEGSB, 1987, p. 21). This definition in the Basic Act on National Education also specifies the general boundaries of the profession of teaching. Teaching is the name of the profession which comprises activities towards starting, directing, facilitating, and realizing the learning process in individuals in line with a certain objective. The person executing these activities is the teacher.

The teacher is the indispensable component of the education system. No matter how well educational or instructional objectives are established, no matter how functional the content of the subject is selected and organized, it is impossible to achieve the desired results from education unless they are performed by teachers with those objectives and insights (Sünbül, 2001, p. 224). For an educational system to achieve its objectives, it is necessary to achieve the specified objectives in classrooms, which are the sub-systems of that educational system. The possibility of achieving the specified objectives in the classrooms depends on the activities to take place there. At this point, the major actor is the teacher. Previous studies have revealed that teacher's behaviors in a class setting are closely related with the students' in a variety of aspects. For instance, according to some quotations by Başar (2001: 68) from findings of some research (Thompson, 1993, p.4203), the personal inclination of the teacher is one of the most important variables of students' inclination. There is a positive correlation between teachers' professional concentration and students' modeling that feature of him/her. A positive correlation was observed between teacher's attachment to the subject and that of the students. The fact that the teachers have positive expectations from the students affects students' behaviors. In short, the quality of the teacher's behavior is one important variable which means a lot for the educational system to achieve its objectives.

Teaching is a term which represents a position in educational organizations coupled with a set of behaviors necessitated by this very position and expresses the status, duties, and

relationships of that position. When a study about teacher and teaching within the context of organizational behavior is conducted, the organizational behavior of an employee actually taking place in that educational organization is analyzed. An analysis of the variables determining the behaviors of a teacher in the class setting in terms of organizational behavior obviously reveals that one of the major factors determining the teacher's behaviors is the nature of the teacher's attitudes towards the profession of teaching.

Attitudes are considered to be worth studying and analyzing as one of the indicators of behavior while examining the individual's behaviors. Attitudes affect both our social perception and behaviors. Attitude is a tendency which is attributed to the individual and which forms his thoughts, feelings, and behaviors about a psychological object (Kağıtçıbaşı, 1999, p.102). Attitudes are evaluation statements, either positive or negative, about objects, people or events. Attitudes express how an individual feels about something (Robbins, 1994, p. 17).

Attitudes are different from opinions, values, and beliefs. While attitudes and opinions look similar, opinions differ from attitudes in terms of the degree of generalization and the measurement technique. Opinions are personal reactions against certain events and situations. Attitudes are more general in terms of their effects in an individual's reactions against a group of events at a larger-scale or human communities. People are aware of their opinions, while they may not be aware of their attitudes (Tezbaşaran, 1997, p. 1). Attitudes are different from values, too. The concept of value is more comprehensive. Values have implications about honesty, desirableness or a moral dimension. Values represent the beliefs about whether situations involving contrary behaviors are preferred either individually or socially (Robbins, 1994, pp. 12–17). Beliefs constitute a network of constant feelings which is made up of individuals' perceptions and definitions about a certain aspect of their world. Beliefs are, in most cases, the source of individual principles. When a person wants to disclose his knowledge, opinion and beliefs, he reveals them through his behaviors and attitudes (Eren, 2000, p. 157).

In line with the attitude definitions and comparisons above, it is stressed that attitudes have these characteristics (Kağıtçıbaşı, 1999, pp. 102–103; Sakallı, 2001, p. 106): a) Attitude is about a psychological object, b) Attitudes involve readiness to react, c) Attitudes have the power to motivate, d) Attitudes can be stable, e) Attitudes involve evaluation, f) Attitudes cannot be observed directly but represent a tendency which can be implied from the observable behaviors of the individual and is attributed to the individual. For a tendency to be regarded as attitude requires a mental evaluation at minimal grounds.

The concept of attitude is one of the major subjects of consideration while analyzing the organizational behavior. The reason for this is the relationship between attitude and behavior. Kağıtçıbaşı (1999) quotes some previous studies which have found that an attitude gives way to a behavior in interaction with the environmental factors (La Piere, 1934; Kunter, Wilkins & Yarrow, 1952). Some very robust attitudes, however, can lead to the same behavior in any case overcoming the environmental obstacles. The factors affecting the relationship between attitude and behavior include (1) Time factor: whether the length of the time past between attitude and measurement of behavior is long or short; (2) Strength of attitude: the total strength of all three cognitive, affective and behavioral components of the attitude; (3) Accessibility of the attitude: the speed at which any information about the attitude reaches the brain; (4) Awareness: the extend to which an individual is aware of his own attitude and behaviors (Kağıtçıbaşı, 1999, pp. 110–114).

To know about an individual's attitudes towards an object or stimulus is to allow us to estimate the potential behaviors towards the relevant stimulus. This is of great importance in practice. Vocational training programs given in order to prepare the individuals for different subjects intend to provide those individuals who have chosen the profession and are receiving some training about relevant profession with knowledge, feelings and skills required to present

behaviors specific for the relevant profession. Vocational training, in a sense, tries to offer some instruction to determine individuals' future behaviors. Teacher training programs, too, try to ensure that students' behaviors in their professional lives are more effective thanks to the knowledge, feelings and skills to be provided to the students. Another condition for those who will perform the profession of teaching to fulfill the requirements of this profession much more efficiently is to have positive attitudes towards this profession. To determine the attitudes of the students studying at the teaching programs is to reveal valuable information about what kind of attitudes the students should be made to acquire during the course of schooling.

A person may have a variety of attitudes towards a number of situation and stimulus. People can develop many attitudes towards potential attitude objects in their close or far vicinity during their life through their past experiences, parents, friendship groups, mass media, the effects of other individuals and conditioning. Yet, the science of organizational behavior is interested in a limited number of attitudes relevant to the labor. These include job satisfaction, interest in the job and attachment to the organization. A person with high level of job satisfaction has positive attitudes towards his job, while another who does not feel satisfied in his job has negative attitudes towards his job. In another word the attitude towards a profession is one component of both job satisfaction and attachment to the profession (Robbins, 1994, p. 17).

Oral (2004), in his study about the attitudes of the students at the faculty of education towards the profession of teaching, used the scale which was originally developed by Semerci and Semerci (1999) in order to measure the attitudes of students towards the profession of teaching. A significant difference was observed between the attitudes of the students in the Faculty of Education towards the profession of teaching according to gender, the order of the program they attend in the preference list, and the reason for choosing the profession of teaching (Oral, 2004, p. 88-96).

Şenel et. al. (2004) also used the scale which was originally developed by Erkuş, Sanlı, Güven, and Bağlı (2000, p. 27), in order to measure the attitudes of students towards the profession of teaching and they found a positive significant correlation between the attitudes of the students attending the non-thesis post-graduate programs for teaching in high school towards the profession of teaching and such positive personal characteristics as trusting others, receiving help, and being supportive, tolerant, cautious, balanced, sensitive, determined and social (Oral, 2004, pp. 88-96).

Çakır (2005) used the scale which was originally developed by Erkuş, Sanlı, Güven, and Bağlı (2000, p. 27) in order to measure the attitudes of students towards the profession of teaching and found no significant difference in the attitudes of students studying in the Open University and the Faculty of Education with regard to some variables taken into consideration (Oral, 2004, pp. 88-96).

Osunde and Izevbigie (2006) administered "Teacher Attitude Scale" on 400 teachers selected randomly from 40 schools in Central West Nigeria in order to measure the attitudes towards the profession of teaching. Participating teachers are reported to state that they are not paid enough in return for their labor. The delays in their salaries and wages cause them to underestimate their jobs and lose the feeling of belonging. Moreover participating teachers stated that they had chosen the profession because of their interest in children, but later they turned to feel as if they had done so "accidentally" and the circumstances had directed them into this profession. This can be interpreted as the profession of teaching has lost its respect in Nigerian society.

Both our practices about teacher training and the working conditions on the profession of teaching are constantly changing. Therefore, it seems useful to conduct contemporary studies in order to determine the attitudes of students attending the teacher training programs at

universities towards the profession of teaching. Moreover the ability to measure the attitudes towards the profession of teaching is important in terms of analyzing the issue within the framework of organizational behavior.

Aim

This study intends to determine the attitudes of student teachers attending teacher training programs in the Faculty of Education at Inonu University towards teaching as a profession. Furthermore, this study also intends to determine whether the attitudes of the prospective teachers towards the profession of teaching differ according to some variables including gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, the socio-economic level (SEL) of the neighborhood and family they live in, the grade they attend, type of schooling, and the reasons to choose teaching profession. The independent variables of the study were selected base on an analysis of the potential factors which can affect their attitudes towards the profession of teaching.

Method

This study is based on survey design. The population of the study comprises 5751 (Female = 2746, Male = 3005) prospective teachers from all classes of 12 programs at Inonu University's Faculty of Education during the 2005–2006 academic year. The participants of the study comprise 593 students who are selected using rated cluster sampling method for the departments and rated element sampling method for the classes. All of the prospective teachers participating this study were administered the instrument for data collection. Among the forms completed by participants, some 68 completed either wrongly or not fully were discarded and remaining 525 data collection media were taken into evaluation.

Data Collection

As the data collection instrument the "Attitude Scale towards the Profession of Teaching", a single dimension Likert type scale with 5 points, originally developed by Üstüner (2006), was used in this study. The scale includes 34 items about students' attitudes towards the profession of teaching. Among them 24 items represent positive attitudes, while 10 of them (2nd, 5th, 6th, 7th, 8th, 15th, 20th, 21st, 30th, 32nd) represent negative attitudes. When the negative items are scored in the opposite way round the maximum total score one can get from the scale is 170 and the minimum total score 34. Higher scores from the scale indicate positive attitudes towards the profession of teaching while it indicates negative attitudes towards the profession of teaching as the score decreases.

The concurrent validity of the scale originally developed by Üstüner (2006) was .89. As for the reliability, the reliability coefficient of the scale in terms of its score stability is .72 and internal reliability coefficient is (Cronbach Alfa) .93. In the scale, scores are listed from 5 to 1 and for each item "a score of three" represents agreement to a moderate degree, "a score of one" represents degree of attitude at the negative extremity, and "a full score of five" represents the degree of attitude at the positive extremity. The choices accompanying the items and their score equivalentents are rated as follows: 5= Strongly agree, 4= Mostly agree, 3=Moderately agree, 2=Partly agree, 1=Strongly disagree.

Data Analysis

While the obtained data were evaluated in this study, some descriptive statistical calculations were effected on the scale for the independent variables in the first part. One-way ANOVA test was used to determine whether the students' answers to the items in the scale differ according to gender, the type of the department/program they study, the order of the

program in the UEE (University Entrance Examination) preference list, the socio-economic level (SEL) of the neighborhood and family they live in, the grade they attend, type of schooling, and the reasons to choose teaching profession and LSD test was administered to find the difference between groups. And in order to test whether the students' scores differ according to gender and type of schooling Independent Sample t-test was used. Prior to the application of the F test the variances were tested for homogeneity using Levene test and after the variances were found homogeneous F test was administered.

Results and Discussions

The results about attitudinal differences of the student teachers towards the profession of teaching according to a) gender, b) department/program, c) order of preference, d) socio-economical class, e) their grade, f) type of schooling, g) reason for preference are given below in tables.

Table 1.

The Numbers and Percentages of the Prospective Teachers Participating Into the Study According to the Variables

Independent Variables		N	%
Gender	Female	263	50.1
	Male	262	49.9
Department/Program	Teaching Science (TS)	59	11.2
	Primary School Teaching (PST)	58	11.0
	Primary School Mathematics Teaching (PSMT)	63	12.0
	Pre-School Teaching (Pre-ST)	30	5.7
	Counseling and Guidance (CG)	24	4.6
	Teaching Social Studies (TSS)	69	13.1
	English Language Teaching (ELT)	27	5.1
	Teaching Physical Education and Sports (TPES)	31	5.9
	Teaching Music (TM)	45	8.6
	Teaching Art (TA)	49	9.3
	Teaching Turkish (TT)	39	7.4
	Computer Education and Instructional Technologies (TCIT)	31	5.9
Order Of Preference	1 st	125	23.8
	2 nd	58	11.0
	3 rd	41	7.8
	4 th	36	6.9
	5 th	41	7.8
	Other	224	42.7
Socio-Economical Class	Lower socio-economical class	40	7.6
	Middle socio-economical class	459	87.4
	Higher socio-economical class	26	5.0
Grade	1 st grade	122	23.2
	2 nd grade	133	25.3
	3 rd grade	138	26.3
	4 th grade	132	25.1
Type Of Schooling	Day schooling (DS)	346	65.9
	Night schooling (NS)	179	34.1
Reasons For Preference	Intrinsic reasons	426	81.3
	Extrinsic reasons	97	18.7

Table 1 shows that participants comprise 263 female and 262 male prospective teachers. Among the participants 125 prospective teachers (23.8 %) chose the teacher training program, in

another word the profession of teaching, as their first preference in order. Two hundred twenty four prospective teachers (42.7 %) on the other hand, listed the profession of teaching somewhere after their fifth preference in order. Besides this, 301 prospective teachers (57.3 %) listed the teaching program they attend in the first five preferences in order. This can be interpreted as most of the prospective teachers have chosen the profession of teaching voluntarily.

It was found that a great number of prospective teachers (459 participants, 87.4 %) perceive themselves as in middle socio-economical class. This finding seems to be in agreeing terms with the common view in society that the teaching is a profession rather preferred by individuals coming from families in middle socio-economical class.

- a) In order to find whether Prospective teachers' attitudes towards the profession of teaching differ according to gender, t test was used, whose results are given in Table 2.

Table 2.

The results of t test regarding the "Prospective Teachers' Attitudes towards the Profession of Teaching" according to "Gender" variable

	N	\bar{X}	(S)	Df	t
Female	262	138,06	2,149	521	2,801*
Male	261	132,04	2,149		

*P<0.05

Table 2 shows that prospective teachers' attitudes towards the profession of teaching differ according to gender. Among the prospective teachers the females' attitudes (262 participants, 50.1 %) towards the profession of teaching were found to be more positive than males (261 participants, 49.9 %). From this finding it can be inferred that female prospective teachers love the profession of teaching more than male ones and they want to be teachers more than male prospective teachers. Taking into consideration both the cultural and economical conditions in our country and living standards peculiar to the profession of teaching, it is an expected situation for the girls rather than the boys to have more positive attitudes towards the profession of teaching.

- b) The means and standard deviations regarding the prospective teachers' attitudes towards the profession of teaching according to the department/program the students attend are shown in Table 3.

Table 3.

The Means and Standard Deviations Regarding the "Prospective Teachers' Attitudes Towards the Profession of Teaching" According to the Department/Program the Students Attend

Department/Program	\bar{X}	SD
Science Teaching (ST)	129.22	23.02
Primary School Teaching (PST)	131.98	25.19
Primary School Mathematics Teaching (PSMT)	137.00	23.64
Pre-School Teaching (Pre-ST)	139.26	25.92
Counseling and Guidance (CG)	135.70	20.62
Social Studies Teaching (SST)	137.82	26.24
English Language Teaching (ELT)	135.96	19.07
Physical Education and Sports Teaching (PEST)	147.16	20.95
Music Teaching (MT)	136.48	23.48
Art Teaching (AT)	134.36	25.84
Turkish Teaching (TT)	141.53	24.55
Computer Education and Instructional Technologies (CEIT)	115.35	25.06
Total	135.05	24.73

Table 3 shows that the mean scores of the prospective teachers' attitudes towards the profession of teaching who attend different departments/programs are different. In terms of mean scores, those prospective teachers attending the program of PEST have higher mean attitude scores towards the profession of teaching than the ones attending other programs ($X = 147.16$). Prospective teachers attending the program of CEIT have lower mean attitude scores towards the profession of teaching than those attending other programs ($X=115.35$). Prior to the application of F test to find whether the mean attitude scores of the prospective teachers differ according to different programs, the variances were tested for homogeneity using Levene test (Levene=.803, $p=.607$) and after the variances were found homogeneous F test was administered. The results of F test are given in Table 4.

Table 4.

Variance analysis of the "Prospective Teachers' Attitudes Towards the Profession of Teaching" According to "Program" Variable

Sources	Sum of Squares	df	Mean of squares	F
Between groups	22205,876	11	2018,716	
Within groups	297132,4	511	581,472	3,472*
Total	319338,3	522		

Table 4 shows that prospective teachers' attitudes towards the profession of teaching differ according to department/program variable. In order to find between which department/programs the differences are LSD test was used, the results of which are given in Table 5.

Table 5.

LSD Test Results of the "Prospective Teachers' Attitudes towards the Profession of Teaching" According to "Program" Variable

	2	3	4	5	6	7	8	9	10	11	12
1. ST	0,536	0,077	0,064	0,267	0,045*	0,229	0,001*	0,128	0,270	0,014*	0,010*
2. PST		0,255	0,180	0,525	0,176	0,479	0,005*	0,347	0,611	0,056	0,002*
3. PSMTTP			0,673	0,824	0,846	0,852	0,056	0,914	0,568	0,358	0,000*
4. Pre-ST				0,590	0,785	0,606	0,202	0,625	0,381	0,698	0,000*
5. CG					0,712	0,970	0,081	0,898	0,823	0,352	0,002*
6. SST						0,735	0,075	0,773	0,445	0,443	0,000*
7. ELT							0,078	0,929	0,783	0,356	0,001*
8. PEST								0,059	0,021*	0,333	0,000*
9. MT									0,670	0,339	0,000*
10. AT										0,166	0,000*
11. TT											0,000*
12. CEIT											

* $p < 0,05$

Table 5 shows that there is a statistically significant difference between the attitudes of the students studying at the department of CEIT towards the profession of teaching and all of the other participants studying at remaining departments in favor of the latter group. The attitudes of the students studying at the department of CEIT towards the profession of teaching are more negative than the attitudes of the students studying at remaining departments.

A statistically significant difference was found between the attitudes of the students studying in the program of PST towards the profession of teaching and the attitudes of the students studying in the programs of PEST and TT, in favor of the latter programs. The attitudes of the students studying at the department of PST towards the profession of teaching are more negative than the attitudes of the students studying at the departments of PEST and TT.

A statistically significant difference was also found between the attitudes of the students studying in the program of ST towards the profession of teaching and the attitudes of the students studying in the programs of SST, PEST, and TT, in favor of the latter programs. The attitudes of the students studying at the department of ST towards the profession of teaching are more positive than the attitudes of the students studying at the departments of SST, PEST, and TT.

Furthermore, a statistically significant difference was found between the attitudes of the students studying in the program of PEST towards the profession of teaching and the attitudes of the students studying in the programs of ST, PST, AT, and CEIT, in favor of the former programs. The attitudes of the students studying at the department of PEST towards the profession of teaching are more negative than the attitudes of the students studying at the departments of ST, PST, AT, and CEIT.

- c) The means and standard deviations regarding the prospective teachers' attitudes towards the profession of teaching according to the order of preference are shown in Table 6.

Table 6.

The Means and Standard Deviations of the "Prospective Teachers' According to the Variable of "The Order of Preference".

The Order of Preference	\bar{X}	SD
1 st	139.46	22.40
2 nd	134.36	25.98
3 rd	134.00	23.43
4 th	126.55	29.09
5 th	129.50	25.48
Other	135.35	24.69
TOTAL	135.05	24.73

Table 6 shows that the mean attitude scores of the students choosing the profession of teaching as their first preference in order are higher. Prior to the application of F test to find whether the attitudes of the prospective teachers towards the profession of teaching differ according to the order of their preference, the variances were tested for homogeneity using Levene test (Levene=1.214, p=.301) and after the variances were found homogeneous F test was administered. The results of F test are given in Table 7.

Table 7.

Variance analysis Results According to the "Order of Preference" Variable

Sources	Sum of Squares	df	Mean of squares	F
Between groups	6366,111	5	1273,222	
Within groups	312972,2	517	605,362	2,103*
Total	319338,3	522		

*p<0,05

Table 7 shows that prospective teachers' attitudes towards the profession of teaching differ according to their order of preference. In order to find between which orders of preference the differences are LSD test was used, the results of which are given in Table 8.

Table 8.
LSD Test results for Order of Preference" Variable

<i>The Order of Preference</i>	2 nd	3 rd	4 th	5 th	Other
1 st	0,187	0,218	0,006*	0,026*	0,135
2 nd		0,958	0,142	0,348	0,765
3 rd			0,186	0,411	0,746
4 th				0,63	0,47*
5 th					0,166

*p<0,05

Table 8 shows there is a statistically significant difference between the attitudes of the students who listed the profession of teaching as their first preference in order, towards the profession of teaching and the attitudes of the students who listed the profession as their fourth or fifth preference in order, in favor of the former one. Accordingly as the order of the preference declines the attitudes gets less positive. Moreover a statistically significant difference was found between the attitudes of the students who listed the profession of teaching as their fourth preference and the attitudes of the students who listed the profession in somewhere after fifth preference.

- d) The means and standard deviations regarding the prospective teachers' attitudes towards the profession of teaching according to the variable of socio-economical class are shown in Table 9.

Table 9.
The Means and Standard Deviations of the "Prospective Teachers' According to the Variable of Socio-Economical Status

Socio-Economical Status (SES)	\bar{X}	SD
Lower SES	127.45	27.51
Middle SES	136.77	23.80
Higher SES	116.61	27.55
Total	135.05	24.73

Table 9 shows that the mean attitude scores of the students coming from the families of middle socio-economical class are higher. The lowest mean attitude score belongs to prospective teachers coming from higher socio-economical conditions. This result seems to support the finding that the profession of teaching is rather preferred by the students from middle socio-economical settings.

Prior to the application of F test to find whether the attitudes of the prospective teachers towards the profession of teaching differ according to the variable of socio-economical status, the variances were tested for homogeneity using Levene test (Levene=1.925, p=.147) and after the variances were found homogeneous F test was administered. The results of F test are given in Table 10.

Table 10.

Variance analysis results According to the "Socio-Economical Status" Variable

Sources	Sum of Squares	df	Mean of squares	F
Between groups	12501,893	2	6250,946	
Within groups	306836,4	520	590,070	10,594*
Total		522		

*p<0,05

Table 10 shows that prospective teachers' attitudes towards the profession of teaching differ according to the variable of socio-economical status. In order to find the differences in the socio-economical statuses, LSD test was used, the results of which are given in Table 11.

Table 11.

LSD Test Results for the "Socio-Economical Status" Variable

	Middle SES	Higher SES
Lower SES	0,020*	0,077
Middle SES		0,000*

*p<0,05

Table 11 shows there is a statistically significant difference between the attitudes of the students coming from middle socio-economical living conditions towards the profession of teaching and the attitudes of the students coming from lower and higher socio-economical statuses, in favor of the former one. The profession of teaching is rather preferred by students coming from middle socio-economical living conditions and these participants have more positive attitudes towards the profession of teaching.

- e) The means and standard deviations regarding the prospective teachers' attitudes towards the profession of teaching according to the variable of grade are shown in Table 12.

Table 12.

The Means and Standard Deviations of the "Prospective Teachers' According to the Variable of "Grade"

Department/Program	\bar{X}	SD
1 st Grade	134.94	25.70
2 nd Grade	134.58	23.76
3 rd Grade	137.95	21.50
4 th Grade	132.60	27.73
TOTAL	135.05	24.73

Table 12 shows that the attitude scores of the prospective teachers with regard to the grade variable seem to be similar. Prior to the application of F test to find whether the attitudes of the prospective teachers towards the profession of teaching differ according to the variable of grade, the variances were tested for homogeneity using Levene test (Levene=1.823, p=.132) and after the variances were found homogeneous F test was administered. The results of F test are given in Table 13.

Table 13.
Variance Analysis Results for the "Grade" Variable

Sources	Sum of Squares	df	Mean of squares	F
Between groups	1984,178	3	661,393	
Within groups	317354,1	519	611,472	1,082
Total	319338,3	522		

Table 13 shows that no a statistically significant difference was observed between the attitudes of the students towards the profession of teaching according to grade variable. In other words, the grade as a variable does not affect prospective teachers' attitudes towards the profession of teaching. The fact that no significant difference is found between prospective teachers' attitudes towards the profession of teaching and their grades can be interpreted as the four-year schooling period have had no effect on the prospective teachers' attitudes towards the profession of teaching.

- f) In order to test whether the students' attitudes towards the profession of teaching differ according to type of schooling "t" Test was used, the result of which is given in Table 14.

Table 14.
The results of "t" Test according to the "Type of Schooling" Variable

	N	\bar{X}	SD	df	t
Day schooling	345	133,11	2,27104		
Night Schooling	178	138,82	2,20326	521	-2.512*

* p<0.05

Prospective teachers' attitudes towards the profession of teaching show significant difference according to the type of schooling. The attitudes of the prospective teachers' attending Day Schooling towards the profession of teaching ($\bar{X} = 138.82$) were found to be more positive than the attitudes of those attending Day Schooling ($\bar{X} = 133.11$). This can be interpreted in terms of their scores in University Entrance Exam (UEE). Those students preferring the Night Schooling programs are accepted to these programs with lower scores than the students accepted to day Schooling programs. Higher scores from UEE increase the expectations of the students regarding the higher education program they want to attend, as well. While those students who have higher scores from UEE list the teaching programs among rather lower ranks, those students who have lower scores from UEE list the teaching programs among first preferences. In another word the students attending Day Schooling feel mush satisfied with what they have obtained.

- g) Whether the prospective teachers' attitudes towards the profession of teaching differ according to the reason to prefer the profession is another sub-question this study intends to answer. The reasons for the prospective teachers to prefer the profession of teaching are divided into two groups: intrinsic and extrinsic reasons. Thus, prior to this study, 200 prospective teachers were asked to list down on a given form the reasons for choosing the profession of teaching based on their priority, which were later analyzed and grouped. Intrinsic reasons include: **"because I couldn't venture to get prepared for the UEE for another year, because this is the only job I can do, because I am interested, because I like it, because I think I have the ability to teach, because**

of the ability to convey what I have comprehended fully to others and the desire to direct them, because it is my ideal, because I have the ability to lead, because I have a personality apt to this profession, because teaching is a respected profession, because it provides a certain status in society, because I want to change the rote learning patterns in education, to be beneficial to other people, to offer some better and more qualified education to our country, because it is a holy profession, to raise citizens beneficial to nation and state". The extrinsic reasons on the other hand include: "Because I have received a score lower than I expected from the UEE (because my score afforded only teaching programs), because my family and people in my milieu wanted me to do so, because I thought it has a job guarantee, because I liked my primary school teacher very much, because I think teaching is an ideal profession for females, because it offers a regular salary, because it is the family profession, because it is profession under state's support, because of my friend's inspiration, because of some kind of mistake in the order of preferences". In the data collection instrument, intrinsic and extrinsic reasons were evaluated in separate groups and the means of the scores each respondent received from both groups were calculated in order to determine whether the participant has preferred the profession of teaching due to intrinsic reasons or extrinsic reasons. In the data collection instrument intrinsic reasons are represented with (1) and extrinsic reasons by (2). The group of reasons for which the respondent's mean of scores is higher is evaluated as the main reason for choosing the profession.

Prior to testing whether the attitudes of the prospective teachers towards the profession of teaching differ according to the variable of the reason to prefer the profession, the variances were tested for homogeneity and after the variances were found homogeneous (Levene=1.938, $p=.164$) t test was administered, the results of which are given in Table 15.

Table 15.

The results of "t" Test according to the "Reason to Prefer the Profession" Variable

	N	\bar{X}	(S)	Df	t
Intrinsic reasons	426	139.99	21.98	521	10.520*
Extrinsic reasons	97	113.38	24.58		

* $p<0.05$

Table 15 shows that prospective teachers' attitudes towards the profession of teaching differ significantly according to the reasons to prefer the profession. While 97 of the participants (18.7 %) stated that they have chosen the profession of teaching because of some extrinsic reasons, 426 of them (81.3 %) stated that they have chosen the profession of teaching because of some intrinsic reasons. The proportion of the prospective teachers who have chosen the profession of teaching is only 18.7 %. Moreover the mean attitude scores of the students who have chosen the profession of teaching due to some intrinsic reasons ($\bar{X}=139.99$) are higher than others who have done so because of some extrinsic reasons ($\bar{X}=113.38$). This indicates that most of the students coming to the faculties of education prefer the profession with their own will and their preference is highly affected by intrinsic reasons. It is also expected that the attitudes of the students who have chosen the profession due to some intrinsic reasons are positive.

Results and Discussions

In such fields like policy, economics, marketing, business management, school management, and teacher-student relations factors affecting individuals' behaviors are needed to be determined. Thus, it has become more important to take into consideration the factors affecting the human behaviors while determining the strategies to be applied in relevant fields. One important aspect in determining what the behaviors of the individuals will be is to know what their attitudes towards the relevant issue or situation are. When considered in the context of organizational behavior, the attitude of individuals working in some organizational settings towards his profession should be known for the best so that administrative strategies can be chosen.

In the future, knowledge about the attitudes of the candidate teacher to work in educational organizations towards the profession of teaching will be an important guide in deciding what kind of education should be offered them in pre-vocational period. Thus, this study intended to determine the attitudes of the students at the Faculty of Education towards the profession of teaching and to analyze whether these attitudes differ according to some variables.

As a result of the study, it was found that prospective teachers' attitudes towards the profession of teaching differ according to gender. Among all prospective teachers females have more positive attitudes towards the profession of teaching. This finding can be interpreted as an indicator of the fact that compared to the past, the profession of teaching, especially at primary school level, is gradually becoming a profession for females every passing day.

Also, it was found that prospective teachers' attitudes towards the profession of teaching differ according to department/program variable. The attitude scores of the prospective teachers from almost all departments showed significant difference. It was found that the prospective teachers with the most positive attitudes towards the profession of teaching are those studying in the program of Physical Education and Sports Teaching ($\bar{X}=147.16$). The fact that this program accepts students with a performance test can account for this. It should be considered as an expected situation for the prospective teachers who have some degree of aptitude for sports and are accepted to the program after succeeding certain performance tests to have more positive attitudes towards the profession of teaching. The prospective teachers from the program of Physical Education and Sports Teaching are followed respectively by prospective teachers from the program of Turkish Teaching ($\bar{X} = 141.53$), prospective teachers from the program of pre-school teaching ($\bar{X} = 139.26$), prospective teachers from the program of social studies teaching ($\bar{X}=137.82$) and prospective teachers from the program of primary school mathematics teaching ($\bar{X}=137.00$).

On the other hand, prospective teachers from the computer education and instructional technologies departments have the lowest attitude scores; in another word they have the least positive attitude towards the profession of teaching. This finding can be associated with the characteristic of the department. Most of the students who entered this department with quite high scores had also, preferred departments such as medical schools, engineering etc., which accepted students with higher scores, but had missed them with very small difference. Moreover, some other factors can include the facts that the department is rather new, and it is not known enough by the students.

Prospective teachers' attitudes towards the profession of teaching differ according to the order of preference. It was found that those students who listed the profession among their first

preferences have more positive attitudes than those who listed among rather later preferences. This should also be interpreted a normal situation. In general the students list their foremost preferences in the first place, then filling the other preferences with the names of the programs for which their scores seem to be enough.

The profession of teaching is rather preferred by students coming from middle socio-economical conditions and the attitudes of this kind of students towards the profession of teaching are more positive than those of other two groups. The proportion of the prospective teachers coming from lower and higher socio-economical statuses is low. This finding is in consistency with the findings of previous studies.

While no significant difference was found between the prospective teachers' attitudes towards the profession of teaching in terms of grade variable, the attitudes of the students attending Night Schooling towards the profession of teaching ($\bar{X}=138.82$) was found more positive than the attitudes of prospective teachers attending Day Schooling ($\bar{X}=133.11$).

It was observed that a great number of participants (81.3 %) have chosen the profession of teaching due to intrinsic reasons. The rate of the prospective teachers who have chosen the profession of teaching due to extrinsic reasons is 18.7 %. A significant difference was observed between the attitudes of the prospective teachers who have chosen the profession of teaching due to intrinsic reasons (81.3 %) towards the profession of teaching ($\bar{X}=139.9$) and the attitudes of the prospective teachers who have chosen the profession of teaching due to extrinsic reasons (18.7 %) towards the profession of teaching ($\bar{X}=113.38$). Though they are small in number, it is disturbing to think how they will perform when they start the profession of teaching.

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