

An Examination of the Factors That Contribute to Teacher Candidates' Attitudes towards Teaching Profession in Various Aspects

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ABSTRACT The purpose of the present research is to examine the factors that contribute to teacher candidates' attitudes towards teaching profession in multiple aspects. The study uses screening model. In determining attitudes, "Teaching Profession Attitudes Scale" was used. The sample consists of 849 teacher candidates studying at the faculty of education at various universities. Findings show that students of faculty of education develop positive attitudes towards teaching quite above average. While significant differences in attitudes towards teaching profession were found in terms of the variables of gender, level of family income, and father's educational level; no significant difference was found in terms of mother's educational level.

INTRODUCTION

Although teaching is an ancient field of practice, it is relatively newly accepted as a profession. It is a profession because it possesses the main elements that a profession requires. The facts that teachers achieve an important function in the society, it requires a serious period of growth standing on occupational and systematic expertise knowledge, and has certain ethical principles or rules of conduct (Erden 2009; Akyuz 2012) proving it as a profession. Teaching is a profession that requires cognitive qualifications such as professional knowledge and skills as well as affective qualifications such as attitude and behaviour. Teacher candidates' gaining occupational moral and attitudes is as necessary as knowledge. It reflects thoughts about teaching, and teacher candidates' attitudes towards teaching profession influencing their professional experiences (Cagri and Celikkaleli 2008). Today, teaching profession is a professional field of conduct that possesses social, cultural, financial, scientific, and technological dimensions related to education and that requires academic studies and occupational formation based on specific expertise knowledge and skills (Hacioglu and Alkan 1997). In this sense, teaching is a domain profession which undertakes government's tasks of education, teaching, and related management. Teaching profession has gained the quality of a professional occupation especially in developed countries. Today, in line with

specialization, professional occupations are gaining importance and reputation. According to Kavcar (1999), the importance and value of teaching profession stems from the fact that teacher is the most critical element of educational system.

In the past, teaching profession used to be chosen by individuals from lower classes of society (Tezcan 1996); however, today children of families from middle and upper-middle socio-economic classes also choose it. Besides, teaching is a profession chosen mostly by women. Especially in developed countries, it is seen that female teachers outnumber male teachers in preschool and primary school (Erden 2009). It is possible to say that this is the situation in Turkey, too. It is concluded that female teacher candidates have more positive attitudes towards teaching profession (Kocaarslan 2014; Ozdemir 2014; Ozbek et al. 2007) and teacher candidates whose families have lower levels of income have more positive attitudes towards the profession (Ozdemir 2014; Ergen and Toman 2014). Students' attitudes towards teaching profession did not varied across gender variable (Engin and Koc 2014; Abbasoglu and Oncu 2013; Tasdemir 2014; Ergen and Toman 2014). There is no significant difference between candidates' attitudes towards teaching profession and income variable (Engin and Koc 2014; Abbasoglu and Oncu 2013). Tekerek and Polat's (2011) study did not find a significant difference between attitudes towards teaching profession and father's edu-

cation level. In the same study, no significant difference was found between students' attitudes towards teaching profession and father's educational level. However, a significant relationship was found between students' mothers' educational level and attitudes towards teaching. As a matter of fact, according to Pehlivan (2008) while teacher candidates' attitudes did not differ in terms of mother's educational level, they differed in terms of father's educational level – candidates whose fathers were literate had less positive attitudes when compared to others. Various research showed that there is no correlation between students' attitudes towards teaching profession and their relatives' education level (Abbasoglu and Oncu 2013; Tasdemir 2014; Ilgan Sevinc and Ari 2013; Kocaarslan 2014). What is important here is the way they are raised rather than where they come from. In this sense, a teacher needs to have completed necessary education or gained the competence and earned the right to perform this profession.

However, well the objectives are determined in teaching and education, however functional the curriculum is chosen and organized, unless those objectives are operated by good teachers, it is not possible to reach the expected results in education (Sunbul 2001). The main responsibility here is of the teacher. The teacher should guide individuals' behaviour to change in a way that will add quality to both the individuals' and the society's life by utilizing teaching's theoretical base of knowledge (Sahin 2004). Teachers are expected to play the leading role in developing the country, raising qualified manpower, achieving peace and compromise in the society, socializing and preparing of individuals for social life, and transferring society's culture and values to younger generations (Ozden 1999).

Teaching is a profession that requires cognitive qualifications such as knowledge and skills as well as affective qualifications such as attitudes and behaviour. Perhaps, the biggest difference of teaching profession from other professions is that the affective dimension directly and significantly affects success (Eraslan and Cakici 2011). Teachers' attitudes towards their profession are crucial for the fulfilment of the necessities of their job (Durmusoglu et al. 2009). Teachers' attitudes towards their profession are mostly related to their liking of their job, commit-

ment to their job, awareness of the necessity and importance of their job for the society, and the belief that they have to develop themselves constantly for their profession. Positive or negative attitudes in these aspects are quite determinant in teacher candidates' professional behaviour (Temizkan 2008). The fact that teachers' attitudes towards their profession have a crucial place in teaching and education activities has been proven by several studies (Lapido 1984; Lubis 1988). Therefore, teacher candidates' gaining moral and attitudes is as necessary as knowledge (Cetin 2006). Attitude developed towards a profession is the most important predictor of success in that profession (Cakir 2005; Durmusoglu et al. 2009).

Teachers' attitudes are made up of cognitive, affective, and behavioural components. Attitudes, interest, and needs are main elements that form the teacher identity (Gulecen et al. 2008). The concept of attitudes is, in its general sense, an individual's favourable or unfavourable emotional disposition towards a situation, an incident, an object, a person, a place, and an idea (Papanastasiou 2002; Tavsancil 2006; Temizkan 2008). What contributes to the constitution of these attitudes are values that the individual has got or gained (Balci 2008). The values and attitudes we have make up the source of our actions along with our knowledge (Doganyay 2009). Human behaviour relies on attitudes to a great extent; and attitudes are based on values (Tokmak 2009). In fact, teachers' attitudes towards their profession reflect one of the strongest predictors of their professional behaviour, in other words, their "understanding of teaching behaviour". Hence, it can be said that teachers form their own professional understanding through both their learning experiences in pupillage and the experiences they gain during their professional lives (Can 1987). Considering the fact that attitudes towards a program constitutes 25% of success in that program (Bloom 1976), teacher candidates who have positive attitudes towards teaching profession are expected to have higher academic success at the school where they receive education. According to Terzi and Tezci (2007), attitudes towards and perceptions of the profession affect perceptions of professional competence and success in profession. Negative attitudes lead to antipathetic, rejective behaviour while positive attitudes increase effort for success, and interest in course subjects,

making learning easy, and affecting student and teacher success and program's effectiveness (Semerci and Semerci 2004).

Objectives of the Research

Acknowledging that understanding of and attitudes towards teaching profession is developed in pupillage, it can be seen that pre-service period has a big and important role in teaching profession. Concordantly, it is important to uncover the level of impact of teacher candidates' gender, families' income status and parents' educational level in forming their attitudes towards the profession in pre-service period. Within this scope, the study examined from different aspects the variables that contribute to the formation of attitudes towards teaching profession of teacher candidates studying at faculty of education at various universities. Because one precondition that the candidates meet expectancies of teaching profession effectively is that their attitudes towards the profession should be positive. Therefore through this study impact levels of the variables that affect formation of candidates' attitudes towards teaching profession are determined and according to results regulatory and developmental interventions can be pursued. So it is hoped that candidates will develop positive attitudes towards the profession.

Problem Statement

Do teacher candidates' gender, level of family income, and parents' educational level make a difference in their attitudes towards teaching profession?

Sub-problems

1. Do teacher candidates' attitudes towards teaching profession differ in terms of gender?

2. Do teacher candidates' attitudes towards teaching profession differ in terms of the level of family income?
3. Do teacher candidates' attitudes towards teaching profession differ in terms of their parents' level of education?

MATERIAL AND METHODS

Aiming at examining "Attitudes towards Teaching Profession" among teacher candidates studying at the faculty of education of various universities, this study used the screening model which is a descriptive method (Karasar 2004: 79).

Population and Sample

Sample was selected using the method of maximum variety which is a purposive method of sampling. The purpose of this method of sampling is not generalizing to a population by ensuring diversity, but finding out the types of commonalities and similarities between situations that possess diversities (Simsek and Yildirim 2006). In addition, determining different situations in the population related to the problem being examined and conducting the study on these defines maximum variety sampling (Buyukozturk et al. 2009). In this aspect, sample of the study consists of 849 teacher candidates studying at the departments of primary, science and technology, and Turkish language teaching at the faculty of education of five different universities in the fall semester of 2011-2012. Within the framework of this study, teacher candidates studying at the faculty of education of five different universities at the east, west, north, and south of Turkey and departments of these candidates were selected as fields of variety. Voluntary basis was taken into consideration while collecting data from these teacher candidates. Table 1 displays the distribution of the

Table 1: Distribution of teacher candidates in terms of university, department, and gender

| Universities | Primary teaching | | Science and technology teaching | | Turkish language teaching | | Total |
|--------------------------|------------------|------|---------------------------------|------|---------------------------|------|-------|
| | Female | Male | Female | Male | Female | Male | |
| Adiyaman University | 28 | 34 | 30 | 33 | 27 | 20 | 172 |
| M. A. Ersoy University | 27 | 21 | 23 | 17 | 31 | 36 | 155 |
| Mersin University | 25 | 29 | 47 | 31 | 29 | 25 | 186 |
| R. T. Erdogan University | 30 | 26 | 31 | 28 | 23 | 25 | 163 |
| Artvin Coruh University | 42 | 33 | 26 | 32 | 24 | 16 | 173 |
| Total | 152 | 143 | 157 | 141 | 134 | 122 | 849 |

teacher candidates who took part in the study in terms of university, department, and gender.

It is seen from the table that teacher candidates are distributed similarly in terms of universities and departments. Besides, when examined in terms of gender, it stands out that 52% (n=443) of teacher candidates who took part in the study are female and 48% (n=406) are male. Besides, the distribution is similar in terms of gender as well.

Instruments

Two instruments are used in this study aiming to determine whether teacher candidates' gender, family income, and parent educational level create a difference in their attitudes towards teaching profession. The utilized instruments were Personal information questionnaire and Attitudes Towards Teaching Profession Scale.

Personal information questionnaire used in the study consists of four questions prepared by the authors. The questions are about gender, family's total monthly income, and parents' educational status.

In this study, Attitudes Towards Teaching Profession Scale developed by Cetin (2006) in order to measure attitudes of students at faculty of education towards teaching was used. The scale is based on 5-point Likert type and it has 35 items 15 of which are negative and 20 of which are positive. The negative items in the scale are reverse scored. There are assessment criteria across every item stated as Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5).

Validity and reliability assessment of the scale was conducted on data collected from 341 participants selected from senior year students of faculty of education through random sampling method. In order to determine the construct validity of the scale, factor analyses based on Principal Component Analysis-varimax rotation were conducted. As a result of the analyses, it was understood that the scale has three factors and this situation reflects the three constructs related to teaching profession (*affinity, esteem, and adjustment*) that were taken into consideration while preparing the scale. The variance rates for each of the construction are affinity 29.6%, esteem 12.2%, adjustment 9.4%, and total 51.2%. as a result of the analysis conducted, factor loading values for all three factors highly varied be-

tween .48 and .80. Cronbach's Alpha value of the scale varied between .76 and .95.

Reliability of the scale was identified with the internal consistency coefficient based on Cronbach's Alpha method. The coefficient for Factor I is .95 while the same coefficient for Factor II is .81 and for Factor III .76. Internal consistency coefficient for the total scores is $\alpha=0.95$. Findings related to validity and reliability studies show that the scale has a valid and reliable structure. Item reliability coefficients of all sub-dimensions have provided statistically significant results at the level of .001. Besides, item-total and item-residual values of the items in all factors are statistically significant. It was understood that as well as the whole test, sub-dimensions and item-based reliability is high.

Cronbach's alpha was recalculated in this study and it was found to be .94. In addition, item-residual values of all items are significant at the level of .001.

Data Analysis and Interpretation

At the first stage of the analysis, frequency and percentage distributions of the items in the questionnaire were found out. At the second stage, arithmetical means of each scale's total, sub-dimension and item scores were calculated. Results gathered based on 5-point Likert type assessment feature were interpreted according to table results.

At the third stage of the study, hypothesis tests were conducted to determine the differences of the total and sub-dimension scores of Attitudes Towards Teaching Profession Scale from the independent variables collected through the questionnaire. In cases where independent variables had two categories, independent samples t-test was used as the hypothesis test. In cases where the independent variable had more than two categories, one way analysis of variance (ANOVA) was used in order to determine the differences of total and subscale total scores of Attitudes Towards Teaching Profession Scale. Upon finding a significant difference in the "F" test, supplementary calculations of variance analysis (post-hoc) were used. In situations when Levene's test did not provide a significant difference, Scheffe test was used, and when there was a significant difference, Tamhane test was conducted.

Significance level was taken as minimum .05 in the study. In addition, the results that were significant at the level of .01 and .001 were displayed on tables. All the statistical analyses of the study were conducted on SPSS for Windows package program.

FINDINGS

Results of questionnaire and Teacher Profession Attitude Scale administered to the work group consisted of students attended to education faculties of various universities are evaluated and interpreted in this section. Frequencies and percentages of data from the questionnaire are interpreted by tabulating them in the first phase of this section (Table 2).

Table 2: Frequency and percentage distributions of personal data from students in the work group

| Variable | Category | f | % |
|--------------------|---------------------|-----|-------|
| Gender | Male | 406 | 47.8 |
| | Female | 443 | 52.2 |
| Income | 1000 and lower | 417 | 49.1 |
| | 1001-1500 | 190 | 22.4 |
| | 1501-2000 | 121 | 14.3 |
| | 2001-2500 | 47 | 5.5 |
| | 2501 and higher | 74 | 8.7 |
| Mother's Education | Illiterate | 221 | 26.0 |
| | Primary education | 558 | 65.7 |
| | Secondary education | 56 | 6.6 |
| Father's Education | Higher education | 14 | 1.6 |
| | Illiterate | 47 | 5.5 |
| | Primary education | 458 | 53.9 |
| | Secondary education | 269 | 31.7 |
| | Higher education | 75 | 8.8 |
| Total | | 849 | 100.0 |

As for gender variable 47.8% of the students are male and 52.2% are female. Students with a family monthly income of 1000 TL (about \$ 450) and lower consisted of 49.1% of the work group. Students with a family monthly income between 1001 and 1500 TL (about \$ 451-675) consisted of 22.4% of the work group. Students with a family monthly income between 2001 and 2500 TL (about \$1100) consisted of 5.5% of the work group. Also 65.7% of mothers of the students graduated from primary education, 6.6% from secondary education and 1.6% from higher education. 26% of mothers of the students are illiterate. 53.9% of fathers of the students graduated from primary education, 31.7% from secondary education and 8.8% from higher education. 5.5% of fathers of the students are illiterate. More than half of the candidates were female. Most of

the students were from families that had low and moderate income and low education level.

Descriptive statistics of Teacher Profession Attitude Scale's total and sub factor scores are presented in Table 3. First sub- factor (love) includes 22 items. Maximum score of this sub- factor is 110; minimum score is 22. Absolute mean is 55 and mean of the study group is 72.08. This result indicates that students developed love for teacher profession at above average level. Second sub- factor (value) includes 8 items. Maximum score of this sub- factor is 40; minimum score is 8. Absolute mean is 20 and mean of the study group is 34.16. This result indicates that students developed positive values for teacher profession at above average level. Third sub- factor (accordance) includes 5 items. Maximum score of this sub factor is 25; minimum score is 5. Absolute mean is 12.5 and mean of the study group is 17.16. This result indicates that students developed positive accordance behaviour for teacher profession at above average level. Maximum score of this scale is 175; minimum score is 35. Absolute mean is 87.5 and mean of the study group is 123.41. This result indicates that students developed positive attitudes for teacher profession at above average level. The fact that total arithmetic mean at items level is 3.85 validates the expression above.

Table 3: Descriptive statistics of teacher profession attitude scale's total and sub factor scores

| Statistics | Love | Value | Accordance | Total |
|---------------------|-------|-------|------------|--------|
| N | 849 | 849 | 849 | 849 |
| Mean | 72.08 | 34.15 | 17.16 | 123.40 |
| Std. error | .61 | .19 | .14 | .83 |
| Median | 71.00 | 35.00 | 18.00 | 123.00 |
| Mod | 73.00 | 35.00 | 18.00 | 118.00 |
| Std. deviance | 18.00 | 5.63 | 4.29 | 24.37 |
| Skewness | -.17 | -.21 | -.13 | -.08 |
| Skewness std. error | .08 | .08 | .08 | .08 |
| Kurtosis | -.12 | 1.47 | -.14 | .20 |
| Kurtosis std. error | .16 | .16 | .16 | .16 |
| Range | 88.00 | 32.00 | 20.00 | 140.00 |
| 25. Percentile | 61.00 | 32.00 | 14.00 | 109.00 |
| 50. Percentile | 71.00 | 35.00 | 18.00 | 123.00 |
| 75. Percentile | 86.00 | 38.00 | 20.00 | 141.00 |
| Kolmogorov-Smirnov | .01 | .02 | .02 | .01 |
| p | .05 | .05 | .05 | .06 |

Distributions considered normal, for Kolmogorov-Smirnov test of Teacher Profession Attitude Scale for total and sub factors did not produce significant results. When arithmetic means of the items in the Teacher Profession Attitude

Scale are sorted, it is seen that the highest mean (4.56) belongs to the item 35 "teaching profession requires much patience". The second highest mean (4.42) belongs to the item 27 "teaching profession requires self-sacrifice". The third highest mean (4.34) belongs to the item 28 "teaching is an honorable profession". The fourth highest mean (4.30) belongs to the item 33 "teaching takes the first place among professions that have important dimension of conscience". The fifth highest mean (4.27) belongs to the item 21 "teaching requires skills besides knowledge".

All of the items in the first five ranks are related to teacher values. The item that had the least mean (2.60) is "if I were to select a new profession I would select being a teacher without hesitation". Even this result is slightly higher than the average level. None of the means of the items in the scale scored as low as to enter few and never categories. Although teaching was a valued profession, it was not the most

preferred profession. This result is one of the most important results of this study. It can be thought that difficulties of the working conditions and low attractiveness of the profession contributed to the results.

Independent group t-test results of the scale scores according to gender variable are presented in Table 4. Statistically significant differences at at least .05 level found in independent group t test results of the scale scores according to gender variable. All of these differences were in favour of female students. Female students' attitudes towards the teaching profession were more positive than those of male students. It can asserted that the profession meet female students' expectations and the profession is seen as more suitable for females played a role in the results.

One way ANOVA results of the scale scores according to income variable are presented in Table 5. Results of this analysis indicates that

Table 4: Independent group t-test results of the scale scores according to gender variable

| Scale | Gender | N | Mean | Std. dev. | Std. err. | t | df | p |
|------------|--------|-----|--------|-----------|-----------|-------|-----|---------|
| Love | Male | 406 | 68.53 | 18.26 | .90 | -5.58 | 847 | .000*** |
| | Female | 443 | 75.33 | 17.14 | .81 | | | |
| Value | Male | 406 | 33.18 | 6.40 | .31 | -4.87 | 847 | .000*** |
| | Female | 443 | 35.04 | 4.64 | .22 | | | |
| Accordance | Male | 406 | 16.81 | 4.24 | .21 | -2.29 | 847 | .022* |
| | Female | 443 | 17.49 | 4.31 | .20 | | | |
| Total | Male | 406 | 118.54 | 25.45 | 1.26 | -5.67 | 847 | .000*** |
| | Female | 443 | 127.86 | 22.46 | 1.06 | | | |

*p<.05 . ***p<.001

Table 5: One way ANOVA results of the scale scores according to income variable

| Sub-factor | Income | N | Art. mean | Std. dev | Variance source | Square sums | df | Square means | F | p |
|------------|-----------------|-----|-----------|----------|-----------------|-------------|-----|--------------|------|--------|
| Love | 501-1000 | 417 | 72.74 | 18.09 | Between groups | 6446.19 | 4 | 1611.54 | 5.06 | .000** |
| | 1001-1500 | 190 | 73.04 | 18.63 | | | | | | |
| | 1501-2000 | 121 | 70.77 | 14.45 | In groups | 268392.8 | 844 | 318.00 | | |
| | 2001-2500 | 47 | 77.76 | 18.27 | Total | 274839.0 | 848 | | | |
| | 2501 and higher | 74 | 64.40 | 18.90 | | | | | | |
| Value | 501-1000 | 417 | 33.44 | 6.11 | Between groups | 444.70 | 4 | 111.17 | 3.54 | .007* |
| | 1001-1500 | 190 | 34.68 | 6.04 | | | | | | |
| | 1501-2000 | 121 | 34.76 | 4.06 | In groups | 26476.77 | 844 | 31.37 | | |
| | 2001-2500 | 47 | 35.63 | 3.55 | Total | 26921.47 | 848 | | | |
| | 2501 and higher | 74 | 34.83 | 4.50 | | | | | | |
| Accordance | 501-1000 | 417 | 17.52 | 4.01 | Between groups | 556.70 | 4 | 139.17 | 7.79 | .000** |
| | 1001-1500 | 190 | 17.25 | 4.43 | | | | | | |
| | 1501-2000 | 121 | 17.00 | 4.17 | In groups | 15076.87 | 844 | 17.86 | | |
| | 2001-2500 | 47 | 18.02 | 4.35 | Total | 15633.57 | 848 | | | |
| | 2501 and higher | 74 | 14.66 | 4.80 | | | | | | |
| Total | 501-1000 | 417 | 123.7 | 24.82 | Between groups | 10312.18 | 4 | 2578.04 | 4.40 | .002* |
| | 1001-1500 | 190 | 124.9 | 25.44 | | | | | | |
| | 1501-2000 | 121 | 122.5 | 19.34 | In groups | 493658.9 | 844 | 584.90 | | |
| | 2001-2500 | 47 | 131.4 | 23.89 | Total | 503971.1 | 848 | | | |
| | 2501 and higher | 74 | 113.9 | 24.49 | | | | | | |

* p<.01. ** p<.001

attitudes towards the teaching profession varied according to family income variable. Family income level constitutes 2.3% variance (eta square: .023) of the love sub factor scores, 1.7% variance (eta square: .017) of the value sub factor scores, 3.6% variance (eta square: .036) of the accordance sub factor scores and 2% variance (eta square: .020) of the teacher profession attitude scale scores. To identify the difference between dual categories supplemental calculations (post-hoc) were performed. Tamhane test was chosen, for Levene test was statistically significant at .05 level in all factors and in total. Students whose family income was higher than 2501 TL (about \$1101) had attitudes towards love sub factor of teaching more negative than students whose family income was lower than 1000 TL (about \$450) ($p < .01$), 1001-1500 TL (about \$450-675) ($p < .05$) and 2001-2500 TL (about \$901-1100) ($p < .01$). Students whose family income was 2001-2500 TL (about \$901-1100) had attitudes towards value sub factor of teaching more positive than students whose family income was 1000 TL (about \$450) ($p < .01$). Students whose family income was higher than 2501 TL (about \$1101), had attitudes towards general and accordance sub factor of teaching more negative than students whose family income was at other levels. As family income decreases, candidates' attitudes towards the profession in love and accordance sub factors increase. The factor that the profession provides a regular income

and so candidates feel secure may contributed to these results.

One way ANOVA results of the scale scores according to mother education status variable are presented in Table 6. Analysis results showed no statistically significant differences in total and sub factor scores. Therefore attitudes towards the teaching profession did not vary according to mother education status variable. This shows that education level of mothers are similar. Therefore the impacts of mothers on students are probably similar.

One way ANOVA results of the scale scores according to father education status variable are presented in Table 7. Results of this analysis indicate that attitudes towards the teaching profession varied according to father education status variable. Father education status constitutes 2.8% variance (eta square: .028) of the love sub factor scores, 1.2% variance (eta square: .012) of the value sub factor scores, 2.9% variance (eta square: .029) of the accordance sub factor scores and 2.9% variance (eta square: .029) of the teacher profession attitude scale scores.

To identify the difference between dual categories, supplemental calculations (post-hoc) were performed. Scheffe test was chosen, for Levene test was not statistically significant in all factors and in total. Students whose father was primary education graduate ($p < .05$) and higher education graduate ($p < .001$) had attitudes towards love sub factor of teaching more posi-

Table 6: One way ANOVA results of the scale scores according to mother education status variable

| Sub-factor | Mother education | N | Art. mean | Std. dev | Variance source | Square sums | df | Square means | F | p |
|-------------|---------------------|-----|-----------|----------|-----------------|-------------|-----|--------------|------|------|
| Love | Illiterate | 221 | 70.08 | 16.83 | Between groups | 2491.84 | 3 | 830.61 | 2.57 | .053 |
| | Primary Education | 558 | 72.29 | 18.50 | In groups | 272347.21 | 845 | 322.30 | | |
| | Secondary Education | 56 | 76.32 | 17.71 | Total | 274839.06 | 848 | | | |
| | Higher Education | 14 | 78.50 | 12.59 | | | | | | |
| Value | Illiterate | 221 | 34.52 | 5.24 | Between groups | 93.79 | 3 | 31.26 | .985 | .399 |
| | Primary Education | 558 | 33.93 | 5.85 | In groups | 26827.68 | 845 | 31.74 | | |
| | Secondary Education | 56 | 34.57 | 5.43 | Total | 26921.47 | 848 | | | |
| | Higher Education | 14 | 35.50 | 2.53 | | | | | | |
| Accor-dance | Illiterate | 221 | 17.37 | 4.02 | Between groups | 95.29 | 3 | 31.76 | 1.72 | .160 |
| | Primary Education | 558 | 17.37 | 4.02 | In groups | 15538.28 | 845 | 18.38 | | |
| | Secondary Education | 56 | 17.14 | 4.32 | Total | 15633.57 | 848 | | | |
| | Higher Education | 14 | 19.50 | 3.36 | | | | | | |
| Total | Illiterate | 221 | 121.98 | 21.35 | Between groups | 3087.46 | 3 | 1029.15 | 1.73 | .158 |
| | Primary Education | 558 | 123.25 | 25.59 | In groups | 500883.70 | 845 | 592.76 | | |
| | Secondary Education | 56 | 128.03 | 24.03 | Total | 503971.17 | 848 | | | |
| | Higher Education | 14 | 133.50 | 17.22 | | | | | | |

Table 7: One way ANOVA results of the scale scores according to father education status variable

| Sub-factor | Father education | N | Art. mean | Std. dev | Variance source | Square sums | df | Square means | F | p |
|------------|---------------------|-----|-----------|----------|-----------------|-------------|-----|--------------|------|--------|
| Love | Illiterate | 47 | 64.08 | 16.40 | Between groups | 7613.78 | 3 | 2537.92 | 8.02 | .000** |
| | Primary Education | 458 | 73.00 | 17.80 | In groups | 267225.27 | 845 | 316.24 | | |
| | Secondary Education | 269 | 70.10 | 18.88 | Total | 274839.06 | 848 | | | |
| | Higher Education | 75 | 78.57 | 13.95 | | | | | | |
| Value | Illiterate | 47 | 33.70 | 4.43 | Between groups | 330.61 | 3 | 110.20 | 3.50 | .015* |
| | Primary Education | 458 | 34.08 | 6.22 | In groups | 26590.86 | 845 | 31.46 | | |
| | Secondary Education | 269 | 33.80 | 5.00 | Total | 26921.47 | 848 | | | |
| | Higher Education | 75 | 36.10 | 4.15 | | | | | | |
| Accordance | Illiterate | 47 | 16.10 | 4.21 | Between groups | 461.18 | 3 | 153.72 | 8.56 | .000** |
| | Primary Education | 458 | 17.69 | 4.18 | In groups | 15172.39 | 845 | 17.95 | | |
| | Secondary Education | 269 | 16.23 | 4.32 | Total | 15633.57 | 848 | | | |
| | Higher Education | 75 | 17.97 | 4.22 | | | | | | |
| Total | Illiterate | 47 | 113.8 | 20.20 | Between groups | 14411.21 | 3 | 4803.73 | 8.29 | .000** |
| | Primary Education | 458 | 124.7 | 24.86 | In groups | 489559.96 | 845 | 579.36 | | |
| | Secondary Education | 269 | 120.1 | 24.65 | Total | 503971.17 | 848 | | | |
| | Higher Education | 75 | 132.6 | 18.51 | | | | | | |

* p<.05. ** p<.001

tive than students whose father was illiterate. Students whose father was higher education graduate ($p<.01$) had attitudes towards love sub factor of teaching more positive than students whose father was secondary education graduate. Students whose father was higher education graduate had attitudes towards value sub factor of teaching more positive than students whose father was primary ($p<.05$) and secondary education graduate ($p<.05$). Students whose father was secondary education graduate had attitudes towards accordance sub factor of teaching more negative than students whose father was primary ($p<.001$) and higher education graduate ($p<.05$). Students whose father was higher education graduate had general attitudes towards teaching more positive than students whose father was illiterate ($p<.001$) and secondary education graduate ($p<.001$). Students whose father was primary education graduate had general attitudes towards teaching more positive than students whose father was illiterate ($p<.05$). It is generally seen that higher the income of fathers then higher the attitudes towards the profession. This may be due to fathers' inspiration that students should choose the profession.

DISCUSSION

The study examines whether teacher candidates' gender, family income, and parent educa-

tional level differed in terms of their "attitudes towards teaching profession". When findings are examined according to descriptive statistical values in terms of Attitudes Towards Teaching Profession total and subscale scores, it was observed that teacher candidates who took part in the study had highly above average positive attitudes towards teaching profession. This finding is consistent with the results of the studies in the literature (Akpınar et al. 2006; Basbay et al. 2009; Bulut 2009; Ergen and Töman 2014; Karadağ 2012; Kocaarslan 2014; Semerci and Semerci 2004; Ugurlu and Polat 2011; Terzi and Tezci 2007; Yuksel 2004). This is important in that positive attitudes of teacher candidates increase striving for success and they ease learning and adaptation to the profession. Negative attitudes, on the other hand, lead teacher candidates to antipathetic, repudiative behaviours. Positive attitudes can be due to the security that the profession provide.

When items with highest arithmetical mean are examined, it is seen that top five items are related to teaching esteem. The item with the lowest arithmetical mean is the one that states "If I were asked to choose a new profession, I would choose teaching profession again without hesitation." Although this item has the lowest mean, it has a value of higher than average. According to the findings, one of the most important results of this study is that even though

teaching profession is a valued profession, it is not the premier one that students would prefer. Teaching profession is still a publicly valued profession but its prestige and income have diminished. Hence it is no more one of the most preferred professions.

In terms of the gender variable, in all the total and sub-dimensional scores of attitudes towards teaching profession scale, female students' attitudes towards teaching profession are much higher than those of male students. This finding of the study is consistent with the results of some of the studies in the literature (Acat and Yenilmez 2004; Aksoy 2010; Akpınar et al. 2006; Duran 2009; İlter and Koksalan 2011; Johnston et al. 1999; Kocaarslan 2014; Kogce et al. 2009; Ozbek 2007; Sağlam Cicek 2008; Ozbek et al. 2007; Ugurlu and Polat 2011; Tanriogen 1997; Tekerek and Polat 2011) while it is inconsistent with other results (Abbasoglu and Oncu 2013; Bulut 2009; Engin and Koc 2014; Ergen and Toman 2014; Kilicand Bektas 2008; Korkmaz and Usta 2010; Ozdemir 2014; Tasdemir 2014; Semerci and Semerci 2004; Saracaloglu et al. 2004). This situation makes it difficult to reach a conclusion about the topic. However, results indicate that teaching profession is seen as a female profession.

In terms of the family income level variable, attitudes towards teaching related to affinity are significantly more negative among students who have a family income level of 2501 TL (about \$1100) and higher when compared to those of students who have a family income level of 1000 TL (about \$450) and less ($p < .01$), 1001-1500 TL (about \$451-675) ($p < .05$) and 2001-2500 TL (about \$900-1100) ($p < .01$). "Esteem" based attitudes towards teaching of students who have a family income level of 2001-2500 TL (about \$900-1100) are significantly more positive than those of students who have a family income level of 1000 TL (about \$450) ($p > .01$). Attitudes towards teaching based on "adjustment" and in general among students who have a family income level of 2501 (about \$1101) and higher are significantly more negative than those of the students in other options. Although there is no research finding that directly overlaps with this finding, it is possible to find findings that suggest that teacher candidates with lower levels of family income have more positive attitudes towards teaching profession (Ergen and Toman 2014; Ozdemir 2014; Kiziltas et al. 2012; İlter and Koksalan 2011;

Ozbek et al. 2007; Ugurlu and Polat 2011). Some research findings (Abbasoglu and Oncu 2013; Engin and Koc 2014; Gulecen et al. 2008; Kogce et al. 2009; Saracaloglu et al. 2004), on the other hand, suggest that family income level has no effect on attitudes towards teaching profession. Generally low family income contributes to attitudes towards teaching profession. Therefore teaching is still a profession preferred by students from low income families.

Attitudes towards teaching profession do not differ in terms of the variable of mother's level of education. It is seen that this finding of the study is consistent with some findings in the literature (Ozgur 1994; Hussain 2004), while it is inconsistent with others (Cetin 2003; Duran 2009; Tekerek and Polat 2011). Mothers that have similar education levels may have a similar impact on students.

In terms of father's educational level, as father's educational level increased, students' attitudes towards teaching profession accordingly increased in the positive direction as well. This finding of the study is consistent with some findings in the literature (Ozgur 1994; Pehlivan 2008) while it is inconsistent with others (Duran 2009; İlter and Koksalan 2011; Tekerek and Polat 2011). It can be asserted that fathers of the patriarchal society play a major role in affecting students' choices. Research show that relatives' education level does not have an effect on candidates' attitudes towards teaching profession (Abbasoglu and Oncu 2013; Ilgan et al. 2013; Kocaarslan 2014; Tasdemir 2014).

Teacher candidates who choose teaching profession are 48% male and 52% female. This finding confirms the hypothesis that teaching is a profession preferred mostly by females (Erden 2009). Beneath this lies the fact that women find teaching more suitable for themselves for several reasons.

Almost 50% of teacher candidates who choose teaching profession come from families with an income level of less than 1000 TL (about \$450). About 9% of teacher candidates come from families with an income level of 2500 TL (about \$1100) and more. This situation shows that teaching profession is still a profession preferred by individuals coming from the lower and middle classes of society when as teaching profession should be conducted with teachers from all levels of society. It is necessary that teacher candidates come from different socioeconomic and

cultural backgrounds in order to bring dynamism to the profession.

Twenty-six percent of teacher candidates' mothers are not literate. 66% of them are primary school graduates and 1.6% are higher education graduates. 6% of teacher candidates' mothers are not literate. 54% of them are primary school graduates and 8.8% are higher education graduates. This situation shows that parents have a lower level of education.

A vast majority of teacher candidates come from families with lower and middle levels of income. Besides, parents' educational levels are low. In this sense, necessary precautions should be taken to make teaching a profession preferred by all fractions of society.

CONCLUSION

Teacher candidates had positive attitudes towards teaching profession. One of the most important results is that teaching was a valued but not the most preferred profession. Female students had more positive attitudes towards teaching profession than males. Students from high income families had significantly lower attitudes towards teaching profession in love and accordance sub factors than those of from low income families. Also students from high income families had significantly higher attitudes towards teaching profession in the value sub factor than those of from low income families. Attitudes towards teaching profession did not differ according to mother's education level but they differed according to father's education level. In conclusion, students that preferred teaching profession were mostly from low and moderate income families. Education level of the relatives was low. Further teaching profession was more preferred by females than males.

RECOMMENDATIONS

Teachers manage education and teaching activities of students from different social, cultural and economic strata. Briefly, they are in a status addressing all sections of the society. Therefore, teaching profession should be a profession preferred by individuals from all sections of the society. To accomplish this, the profession must be made interesting and attractive. Also the steps towards improving attitudes of students at education faculties must be taken.

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