

Relationship Between Candidate Teacher's Attitude Towards Teaching Profession and Their Life Satisfaction Levels

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ABSTRACT As part of the process of educating teachers, candidate teachers' attitude towards the occupation itself is an important step to ensure that candidate teachers carry out their duties in the future effectively. The purpose of this study is to determine the attitude of the candidate teachers currently pursuing their degrees in Northern Cyprus towards the occupation of school teaching and their life satisfaction levels and to analyze the relationship between these variables. The results of the study indicate that the candidate teachers have a positive attitude towards the occupation for which they're getting ready and that their life satisfaction levels are high.

INTRODUCTION

Teachers have always played a significant role in the developments and changes in the society. In today's fast paced world, there's increasing need for highly qualified individuals who can adapt to novelties and advancements easily. Studies in the area of school teaching education increase in parallel to increased social responsibility of the teachers.

School teachers play a significant role that is hard to fill in every step of the education process. A teacher, with his attitude and behavior, sets an example for his students. Thus, qualifications of the teachers and their attitude towards their occupation gains importance.

An attitude is a cognitive, emotional and behavioral reaction demonstrated by the individual towards a social issue, an object or an incident based on his experiences, motivation and knowledge (Inceoglu 1993). Apart from the opportunities provided to a school teacher for him to pursue his career effectively and productively, their attitude towards the occupation itself play a significant role in their career success (Sahin et al. 2009). This attitude affects both the emotions and the ideas and behavior of the individual. The attitude of candidate teachers towards the occupation may be seen as a reflection of how they perceive their future career. An individual's attitude towards his occupation, would influence his career and the way he practices his occupation. In other words, a positive attitude towards

the occupation would be along career success as well as life satisfaction. As we all know, an individual's occupation is not only a source of income but also an important aspect of life that influences his character. As long as the individual has a positive attitude towards his occupation, he would have a tendency to perform better in his career. A positive attitude towards occupation would reflect upon the behavior of the teacher in the classroom and allow him to perform better. Thus, the direction of the attitude of the teacher towards the occupation would influence the ability of the students to learn. And this would bring along career satisfaction.

Career satisfaction has a positive influence on an individual's life. Life satisfaction is defined as individual having an overall positive perception of his life based on the criteria set by himself (Deiner et al. 1985). As this definition implies, it is important to focus not only one dimension of life but all dimensions of the life of an individual. Thus, it involves an evaluation of one's own life. As Pavot and Deiner (1993) indicated, life satisfaction is a cognitive component of subjective well-being. Accordingly, life satisfaction is an expression of well-being in terms of different dimensions such as happiness and morale (Vara 1999). In addition justice and commitment perceptions may also affect life satisfaction levels of people having specific occupations like teachers (Oztug and Bastas 2012).

A school teacher's attitude towards the occupation and his level of life satisfaction would

influence other elements of the education system as well. Thus, a study of attitude towards the occupation of school teachers and their life satisfaction levels is considered to be invaluable.

The purpose of this study is to analyze the influence of life satisfaction levels on occupational attitudes in terms of certain social and educational variables. The study sample comprises candidate teachers currently enrolled in the departments of English Language School Teaching (ELT), Turkish Language Teaching (TLT), Guidance and Psychological Consultancy (GCC) and Pre-school Teaching (PST) of the School of Education of the Universities in Northern Cyprus. To serve this purpose, answers to the sub-problems outlined below were researched.

- 1) Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with gender?
- 2) Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with education levels of the parents?
- 3) Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with whether or not the candidate teacher is happy with the major studied?
- 4) Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with the perceived attitude of the parents?
- 5) Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with the dwelling place of the students?
- 6) Is there a statistically significant relationship between the scores of life satisfaction and attitude towards the occupation of the candidate teachers?

METHODOLOGY

Research Design

This is a descriptive study on the attitude of the candidate teachers towards their occupation and their life satisfaction levels. Dependent variables of the study are attitude towards school teaching and life satisfaction levels. Independent variables of the study are gender, whether or not the candidate teacher is happy with his major,

education levels of parents and their attitudes and dwelling place.

Research Sample

The study sample comprises 328 students of Schools of Education enrolled in Universities in TRNC during the spring semester of 2011-2012.

Research Instrument and Procedure

Study data were collected using "Attitude towards Teaching Profession Scale (ATTP)" and "Life Satisfaction Scale (LSS)". ATTP was developed by Askar and Erden (1987) and is a Likert type scale with 10 items with 6 positive and 4 negative items. Reverse scoring was used for negative items. Maximum score can be 50 and minimum can be 10. Higher scores indicate a positive attitude towards the occupation. Alpha coefficient of the scale is 0.80.

In order to measure life satisfaction level, LSS which was developed by Diener et al. (1985) and translated to Turkish by Köker (1991) was used. The 7 item scale is seven item Likert style scale. Test re-test reliability of the scale is $r=0.85$. Lower scores on the scale indicate low level of life satisfaction.

Data Analysis

For inter-group variables; t-test and one-way analysis of variance, and for the inter-group analysis, Scheffe test was used. The relationship between the attitude towards occupation and the life satisfaction levels were analyzed using the Pearson-Moment Correlation Coefficient. Data was analyzed using SPSS 20.

FINDINGS

Demographic variables of the study indicate that a total of 328 students with an average age of 21.96 (min. 18 and max. 32) took part in the study. 52.1 percent of the students were female and 47.9 percent were male. Also, 22 percent of the students were freshman, 25.6 percent were sophomore, 25.6 percent were junior and 26.8 percent were senior. Looking at the distribution of majors, it is seen that 22.9 percent studied Turkish Language Teaching (TLT), 6.5 percent studied English Language School Teaching (ELT), 25 percent studied Guidance and Psycho-

logical Consultancy (GCC) and 24.7 percent studied Pre-school Teaching (PST). 67.7 percent of these students indicated that they were happy with their majors while 16.2 percent indicated that they were partially happy and the remaining 16 percent were not happy with their major at all. Looking at the education levels of the parents, it is seen that 36.3 percent mothers of the students were secondary school graduates, and 29 percent of their fathers were high school graduates. Additionally, while 60 percent of the students considered their parents' relationship to be very good, 31 percent considered it as good, 4.6 percent considered it as bad and 3.7 percent considered it as very bad. 62.5 percent of the students perceived their mothers' attitude as conservative and 26.8 percent perceived it as democratic. Looking at the perceived attitude of the father, it is seen that 61.6 percent of the fathers were perceived as conservative and 18.3 percent were perceived as democratic. 37.8 percent of the students had two siblings and 61.6 percent of the students indicated they lived in a dorm during the study period.

The first sub-problem of the study is defined as "Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with gender?"

As shown in Table 1, attitude of the students towards school teaching vary significantly based on gender ($t_{326}=2.54, p<.05$). Average scores of attitude towards occupation of female students ($x=42.89$) is higher than that of the female stu-

dents ($x=40.89$). In other words, female students have a more positive attitude towards the occupation of school teaching. In terms of life satisfaction scores, it was seen that life satisfaction levels as well vary significantly based on gender ($t_{326}=4.65, p<.05$). Life satisfaction scores of female students ($x=25.40$) are higher than that of male students ($x=21.85$).

The second sub-problem of the study is defined as "Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with education levels of the parents?"

As shown in Table 2, scores of attitude of the students towards school teaching does not vary based on the education level of the mother ($F_{5,322}=.83, p>.05$). However it is seen that the life satisfaction levels of the candidate teachers vary significantly based on the education level of the mother ($F_{5,322}=7.24, p>.05$). According to the results of the Scheffe test carried out to find out among which groups this variance is significant, students whose mothers have secondary school ($x=22.87$), high school ($x=24.01$), primary school ($x=25.29$), undergraduate ($x=25.84$) and graduate degrees ($x=27.06$) have a more positive life satisfaction compared to those whose mothers are primary school drop-outs ($x=17.56$).

The results of the analyses carried out to determine whether or not the scores of life satisfaction levels and attitude towards the occupation of the candidate teachers vary based on the education level of the father are given in Table 3.

Table 1: The t-test results of the scores of attitude towards occupation and life satisfaction scores of students based on gender

	Gender	N	x	Ss	t	p
Attitude	Female	171	42.89	6.83	2.54	p<.05
	Male	157	40.89	7.38		
Life Satisfaction	Female	171	25.40	6.48	4.66	P<.05
	Male	157	21.85	7.31		

Table 2: ANOVA scores for the scores of attitude towards occupation and life satisfaction of students based on the education level of the mother

		Sum of squares	SD	Average of squares	F	Sig.
ATTP	Intergroup	213.628	5	42.726	.831	P>.05
	Intragroup	16556.897	322	51.419		
	Total	16770.524	327			
LS	Intergroup	1665.574	5	333.115	7.235	P<.05
	Intragroup	14825.145	322	46.041		
	Total	16490.720	327			

Scores of attitude of the students towards school teaching does vary based on the education level of the father ($F_{5,322}=3.32, p<.05$). According to the results of the Scheffe test carried out to find out among which groups this variance is significant, students whose fathers have secondary school ($x=43.11$), high school ($x=42.19$), primary school ($x=38.72$), undergraduate ($x=42.52$) and graduate degrees ($x=42.25$) have a more positive life satisfaction compared to those whose mothers are primary school dropouts ($x=36.83$).

Also, it was seen that the life satisfaction levels of the candidate teachers vary significantly based on the education level of the father ($F_{5,322}=5.11, p<.05$). According to the results of the Scheffe test carried out to find out among which groups this variance is significant, there was statistically significant difference between students whose fathers had primary school degrees ($x=18.00$) and those whose fathers had high school degrees ($x=24.79$) and the difference favors those with high school degrees, between students whose fathers had primary school degrees and those whose fathers had undergraduate degrees ($x=24.34$) and the difference favors those with undergraduate degrees, and between students whose fathers had primary school degrees and those whose fathers had graduate degrees ($x=25.58$) and the difference favors those with graduate degrees.

The third sub-problem of the study is defined as “Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with weather or not the candidate teacher is happy with the major studied?”

As shown in Table 4, results of the analyses indicate that the scores of attitude of the students towards school teaching vary significantly with weather or not they are happy with the major studied ($F_{2,325}=44.79, p<.05$). According to the results of the Scheffe test carried out to find out among which groups this variance is significant, students who are happy with their majors ($x=44.13$) and those who are not happy with their majors ($x=38.98$) have a more positive attitude towards the occupation compared to those who are only partially happy with their majors.

Review of the results for life satisfaction scores indicates that life satisfaction levels of the students vary significantly with weather or not they are happy with the major studied ($F_{2,325}=3.57, p<.05$). According to the results of the Scheffe test carried out to find out among which groups this variance is significant, students who are happy with their majors ($x=24.41$) have higher life satisfaction compared to those who are not happy with their majors ($x=22.43$) and who are only partially happy with their majors ($x=21.98$).

The fourth sub-problem of the study is defined as “Do the scores of life satisfaction and

Table 3: ANOVA scores for the scores of attitude towards occupation and life satisfaction of students based on the education level of the father

		<i>Sum of squares</i>	<i>SD</i>	<i>Average of squares</i>	<i>F</i>	<i>Sig.</i>
<i>ATTP</i>	Intergroup	821.398	5	164.280	3.317	P<.05
	Intragroup	15949.127	322	49.531		
	Total	16770.524	327			
<i>LS</i>	Intergroup	1212.666	5	242.533	5.112	P<.05
	Intragroup	15278.054	322	47.447		
	Total	16490.720	327			

Table 4: ANOVA scores for the scores of attitude towards occupation and life satisfaction of students based weather or not the candidate teacher is happy with the major studied

		<i>Sum of squares</i>	<i>SD</i>	<i>Average of squares</i>	<i>F</i>	<i>Sig.</i>
<i>ATTP</i>	Intergroup	3623.711	2	1811.855	44.791	P<.05
	Intragroup	13146.814	325	40.452		
	Total	16770.524	327			
<i>LS</i>	Intergroup	354.846	2	177.423	3.574	P<.05
	Intragroup	16135.874	325	49.649		
	Total	16490.720	327			

attitude towards the occupation of the candidate teachers vary significantly with the perceived attitude of the parents?"

Results of the analyses indicate that the scores of attitude of the students towards school teaching and the scores for life satisfaction vary significantly with their perceived attitude of their parents ($F_{3,324}=3.75, p<.05$). According to the results of the Scheffe test carried out to find out from groups this variance stems, students who consider their mothers' attitude as democratic ($x=42.01$), conservative ($x=42.22$) and authoritarian ($x=42.57$) have more positive attitude towards the occupation compared to those whose mothers' attitude is considered to be indifferent ($x=35.25$). Similarly, the life satisfaction levels of the students varies significantly with their perceived attitude of their mothers ($F_{3,324}=8.99, p<.05$). According to the results of the Scheffe test carried out to find out from which groups this variance stems, students who consider their mothers' attitude as democratic ($x=24.90$), and conservative ($x=24.13$) have a higher level of life satisfaction compared to those whose mothers' attitude is considered to be indifferent ($x=16.83$) and authoritarian ($x=18.87$) (Table 5).

As seen in Table 6, scores of attitude of the students towards school teaching vary significantly with their perceived attitude of their father ($F_{3,324}=9.38, p<.05$). According to the results of the Scheffe test carried out to find out from

which groups this variance stems, students who consider their mothers' attitude as democratic ($x=43.65$) and conservative ($x=42.67$) have a more positive attitude towards the occupation compared to fathers' attitude is considered to be indifferent ($x=39.28$) and authoritarian ($x=37$).

Also the scores of life satisfaction vary significantly with their perceived attitude of their father ($F_{3,324}=11.22, p<.05$). According to the results of the Scheffe test carried out to find out from groups this variance stems, students who consider their fathers' attitude as democratic ($x=25.05$), conservative ($x=24.50$) and indifferent ($x=22.69$) have higher level of life satisfaction compared to those whose fathers' attitude is considered to be authoritarian ($x=17.56$).

The fifth sub-problem of the study is defined as "Do the scores of life satisfaction and attitude towards the occupation of the candidate teachers vary significantly with the dwelling place of the students?"

As seen in Table 7, scores of both the attitude of the students towards school teaching ($F_{4,323}=4.07, p<.05$) and their life satisfaction ($F_{4,323}=3.63, p<.05$) vary significantly with their dwelling place. Analyses results indicate that the students who live with their parents ($x=46$) have a more positive attitude towards the occupation compared to those who have their own place ($x=40.12$) and those who live at the dorm ($x=42.10$). Similar results were obtained for life

Table 5: ANOVA scores for the scores of attitude towards occupation and life satisfaction of students based on the perceived attitude of the parents

		<i>Sum of squares</i>	<i>SD</i>	<i>Average of squares</i>	<i>F</i>	<i>Sig.</i>
<i>ATTP</i>	Intergroup	562.512	3	187.504	3.748	P<.05
	Intragroup	16208.013	324	50.025		
	Total	16770.524	327			
<i>LS</i>	Intergroup	1266.921	3	422.307	8.988	P<.05
	Intragroup	15223.799	324	46.987		
	Total	16490.720	327			

Table 6: ANOVA scores for the scores of attitude towards occupation and life satisfaction of students based on the perceived attitude of the father

		<i>Sum of squares</i>	<i>SD</i>	<i>Average of squares</i>	<i>F</i>	<i>Sig.</i>
<i>ATTP</i>	Intergroup	1339.970	3	446.657	9.379	P<.05
	Intragroup	15430.554	324	47.625		
	Total	16770.524	327			
<i>LS</i>	Intergroup	1552.117	3	517.372	11.221	P<.05
	Intragroup	14938.602	324	46.107		
	Total	16490.720	327			

Table 7: ANOVA scores for the scores of attitude towards occupation and life satisfaction of students based on the dwelling place

		<i>Sum of squares</i>	<i>SD</i>	<i>Average of squares</i>	<i>F</i>	<i>Sig.</i>
<i>ATTP</i>	Intergroup	721.769	4	180.442	3.632	P<.05
	Intragroup	16048.756	323	49.687		
	Total	16770.524	327			
<i>LS</i>	Intergroup	791.355	4	197.839	4.070	P<.05
	Intragroup	15699.365	323	48.605		
	Total	16490.720	327			

satisfaction scores as well. It was found that the scores of life satisfaction of students who live with their parents ($\bar{x}=29.85$) have a higher level of life satisfaction than those who have other dwelling options.

The sixth and last problem of the study is defined as “Is there a statistically significant relationship between the scores of life satisfaction and attitude towards the occupation of the candidate teachers?”

As seen in Table 8, the relationship between the life satisfaction of the students and their attitude towards the occupation. Accordingly, it is possible to say that there is low positive correlation between life satisfaction level and attitude towards the occupation ($r=0.219$, $p<.01$).

Table 8: Results of the analysis related to the relationship between the life satisfaction of the students and their attitude towards the occupation

		<i>ATTP</i>	<i>LS</i>
<i>ATTP</i>	Pearson Correlation	1	.209**
	Sig. (2-tailed)		.000
	N	328	328
<i>LS</i>	Pearson Correlation	.209**	1
	Sig. (2-tailed)	.000	
	N	328	328

** Correlation is significant at the 0.01 level (2-tailed).

However the average ATTP Inventory scores of the students was found to be 41.93 and the average scores they achieved for the scale of life satisfaction was found to be 23.70. Based on the average scores obtained, it can be argued that the candidate teachers have a positive attitude towards the occupation of school teaching and that they have a high level of life satisfaction.

This finding makes one conclude that increased education level results in increases life satisfaction levels. Life satisfaction is a multi-dimensional element and it can be argued that higher education of the mother influences positively only one dimension of this element.

Results of the analyses show that the attitude towards the occupation of school teaching vary with the education level of the father. Students with fathers who have secondary school, high school, primary school, undergraduate and graduate degrees have a more positive attitude towards the occupation compared to those with fathers who are primary school drop-outs.

In the literature, there are studies such as the study by Pektas and Kamer (2011) that show that the level of education of the father influences the attitude towards the occupation. This finding makes one conclude that the higher level of education of the father results in a more positive attitude towards the occupation of school teaching.

It was also found that the candidate teachers' life satisfaction levels vary significantly with the education level of the father. It can be argued that the life satisfaction levels of those students whose fathers have high school, undergraduate and graduate degrees are higher than those whose fathers are primary school degrees. In their study, Baykara-Pehlivan (2008) showed that the positive attitude towards the occupation diminishes as the level of education of the father decreases. This finding supports the results of the current study.

Data obtained makes one conclude that the father's education level has a positive influence on the attitude towards the occupation. This finding can be explained with the family structures and the role of the father. The fact that the father is a more authoritarian figure might be a factor.

Another question analyses in the study was whether or not the life satisfaction levels and attitude towards the occupation vary with whether or not the candidate teachers are happy with their majors. The analyses showed that those students that are happy with their majors and those who are not happy with their majors have a more positive attitude towards the occupation

compared to those who are only partially happy with their majors. This finding is similar to the findings of the study by Ahin et al. (2009). This can be interpreted as satisfaction or dissatisfaction with the major studied having a positive influence on the attitude towards the occupation while partial satisfaction has a negative influence on the attitude towards the occupation. This might be related to what degree the expectation of the students from the department and/or the school are met. At this point, the rank of the current major in the list for schools applied to by the student during the university entrance examination might be an important factor.

Looking at the variable of satisfaction with the major, from the perspective of life satisfaction scores, it is seen that life satisfaction levels of the students vary significantly with whether or not they are happy with their majors. Life satisfaction levels of the students who are satisfied with their majors, are higher than those who are not happy with their majors and who are partially satisfied with their majors. This finding makes one conclude that satisfaction and happiness with the major studied results in satisfaction with one's career which eventually results in a higher level of life satisfaction.

Another question that was analyzed in the study was whether or not the scores for life satisfaction levels of the students and attitude towards the occupation vary with their perceived attitude of their parents. Analyses conducted show that the attitude towards the occupation and levels of life satisfaction vary with the attitude of the parents.

Statistical analyses demonstrated that those students who perceive their mothers' attitude as democratic, conservative and authoritarian have a more positive attitude towards the occupation of school teaching compared to those who perceive their mothers' attitude as indifferent. This finding differs from those in the literature. In their study, Auhor et al. (2009), Dost (2007) and Serin et al. (2004) did not find any statistically significant relationship between how the students perceive their mothers' attitude and the students' attitude towards the occupation. This may be due to the differences between the quality of communication and interaction between the candidate teachers and their mothers.

It was also found that the perceived attitude of the mother has an influence on the life satisfaction level of the students as well. It was shown

that the life satisfaction levels of the students who perceive their mothers' attitude as conservative and democratic are higher than those who perceive it as indifferent and authoritarian. This finding is parallel to the findings by Author et al. (2009). However in a study by Tuzgöl Dost (2010) on university students in South Africa and Turkey it was shown that the life satisfaction levels of the South African students vary with the perceived attitude of the mother as was the case in the current study while no such relation was found between the life satisfaction levels and perceived attitude of the mothers of students in Turkey. It is believed that more comprehensive comments can be made in case an analysis is carried out to determine which variables cause this variance.

Attitude of the candidate teachers towards the occupation also varies with the perceived attitude of their fathers' towards the occupation. According to the results of the analyses, those students that perceive their fathers' attitude as democratic or conservative have a more positive attitude towards the occupation compared to those who perceive their fathers' attitude as indifferent and authoritarian. Similar findings were observed on the studies by Sahin et al. (2009) and Serin et al. (2004).

In the same study, life satisfaction levels of the students vary significantly with their perceived attitude of their fathers. Life satisfaction scores of the students who perceive their fathers' attitude as conservative, democratic and indifferent are higher than those who perceive it as authoritarian. Similar results were obtained in the studies by Tuzgöl-Dost (2010), and Oguz and Ataseven (2016) as well.

In light of the findings, it can be argued that attitude towards the occupation of school teaching and life satisfaction levels are influenced negatively for students who face an authoritarian and/or indifferent attitude from their parents.

Another question that was analyzed in the study was whether or not the scores for life satisfaction levels and the attitude towards the occupation for candidate teachers vary based on their dwelling place. The analyses shows that especially for the candidate teachers who live with their parents both the life satisfaction levels and the attitude towards the occupation vary significantly based on their dwelling place. In other words, the attitude towards the occupation and the life satisfaction of the students who

live with their families have more positive attitude towards the occupation and higher life satisfaction scores compared to those that have other accommodation options. These findings show that the living atmosphere provided by the family have a positive influence on both the attitude towards the occupation and life satisfaction. In their study, Jiangi et al. (2013) showed that strong family ties have a significant relationship with life satisfaction. Current findings support the findings of this study.

DISCUSSION

Results of the study demonstrate that both the attitudes of the students towards the occupation of school teaching and their levels of life satisfaction vary significantly with gender. In the literature there are different results for both of these parameters in terms of the gender variable. For example, Kaplan and Ipek (2002), Saracaloglu et al. (2004), Sahin et al. (2009) and Bulut (2009), in a study they carried out with candidate teachers, showed that gender had no significant influence on the attitude towards the occupation. However, in the literature, there are also studies have findings similar to those of the current study. For example, in studies by Askar and Erden (1986), Saracaloglu (1991), Tanriögen (1997), Güdek (2007), Sağlam (2008), Baykara-Pehlivan (2008), Çetinkaya (2009), Pektaş and Kemer (2011) and Aydın and Sağlam (2012), it was found that the female students have a more positive attitude towards the occupation than the male students. Altun and Yazıcı (2015) in parallel states that while depression risk increases, life satisfaction decreases and this significantly vary on the gender variable. At this point, it is believed that factors such as occupational expectations, perception that the occupation is more suitable for female students, personality traits of the students, cultural characteristics, perception of the occupation and the value placed on the occupation may have caused such variations.

Considering the life satisfaction scores, it was seen that the life satisfaction scores of the female teacher candidates are higher than those of the male candidate teachers. This finding is parallel to the findings of the study carried out by Güler and Emeç (2006), Dost (2007), Sahin et al. (2009), Gençay (2009), Kabasakal and Girli (2012) and Gençay and Akkoyunlu (2012) on university students. Despite the varying findings in the lit-

erature (for example, Ergin et al. 2011) makes one consider that female candidate teachers are happier with their lives compared to female candidate teachers. Singh (2015) also carried out T-test to analyze his results and indicated that there was significant gender difference in life satisfaction, emotional empathy, perfectionism and psychological needs. In light of these findings, it can be argued that there is a statistically significant relation between the attitude towards the occupation of school teaching and life satisfaction and the gender variable.

The second question of the study that was analyzed was the influence of education levels of the parents on the attitude towards the occupation of school teaching and life satisfaction. Data obtained shows that mothers' education level has no statistically significant influence on the attitude of students towards the occupation of school teaching. This finding is similar to the findings of the study by Güdek (2007), Baykara-Pehlivan (2008), Sahin (2010) and Erdem (2012). Just like the current study, the above mentioned study as well demonstrated that there is no significant relation between the education level of the mother and the attitude towards the occupation.

However it was seen that the life satisfaction levels of the students vary significantly with the education levels of the mothers. Students with mothers who have secondary school, high school, primary school, undergraduate and graduate degrees have higher life satisfaction levels compared to those with mothers who are primary school drop-outs. In the literature, there are study findings that support the findings of the current study. For example, Ergin et al. (2011), and Serin and Aydınoglu (2011), demonstrated in their study that life satisfaction levels of the students increase with higher education level of the mother.

CONCLUSION

Finally in the study, the question of whether or not there is a significant relation between the scores of life satisfaction levels and attitude towards the occupation exists for candidate teachers. Results of the analyses indicate a positive but low correlation between the life satisfaction levels and attitude towards the occupation.

In light of this finding, it doesn't seem possible to argue that life satisfaction influences the attitude towards the occupation directly. Thus

the current study finding made the researchers conclude that the resulting situation is related to the fact that most of the candidate teachers live in foreign countries and away from their families.

However, when the average scores for attitude towards the occupation and life satisfaction are analyzed, it is seen that candidate teachers have a positive attitude towards the occupation and that their life satisfaction levels are high.

The findings of the current study are believed to be important for schools of education with a sense of responsibility for educating highly qualified school teachers. Studies with larger samples aimed at determining the life satisfaction levels and attitude towards the occupation for the candidate teachers would be beneficial in enabling the schools of education to review their curriculum. It is believed that especially practice based occupational courses would make it easier for candidate teachers to develop a positive attitude towards the occupation. It is argued that numerous studies can be carried out in collaboration with psychological guidance and research centers for improving life satisfaction levels of the candidate teachers and consequently developing more positive attitude towards the occupation.

RECOMMENDATIONS

Education of school teachers is a process. Regardless of the aspects discussed, the responsibility for enabling candidate teachers to develop a positive attitude towards the occupation falls mostly on the institutions that educate teachers. Attitude of the teachers towards the occupation is in general related to how much they love and are loyal to their occupation, to the degree they perceive their occupation as essential and important in the society and their belief that they need to continuously develop themselves as a requirement of the occupation. It is believed that a positive attitude towards the occupation would help the candidate teachers to pursue their career and fulfill their responsibilities in a more efficient and effective manner. Even though a low correlation was detected between the two variables in this study, it is possible to argue that this positive attitude towards the occupation would expand and permeate all aspects of the life of the individual, resulting in a higher life satisfaction and improved psychological well-being.

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