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CLASSROOM TEACHER CANDIDATES' ATTİTUDES TOWARDS TEACHING PROFESSION

Abstract
Teacher training institutions' motivating their students in the direction of both academic success and the profession of teaching appears to be an important factor in the training of successful teachers loving their job. If it is desired to send teachers, one of the most important parts of education and accepted as the driving force of social development, to the system as qualified and motivated ones with attitudes towards the profession of teaching. Determination of classroom teacher candidates' attitudes towards the profession of teaching and evaluation of these attitudes according to different variables is important in terms of developing these in the positive direction. Starting from this importance, the present study aims to examine attitudes of the classroom teacher candidates studying at the Education Faculty of Uludag University towards a variety of variables.The results of the analyses revealed that the scores obtained by the 1st and 4th classroom teacher candidates from the Attitude Scale for the Profession of Teaching differed according to different variables. In the study, 218 classroom teacher candidates were included in the sample. In the study, the "Attitude Scale for the Profession of Teaching" developed by Çetin (2006) was used to determine their attitudes towards the profession of teaching. It was observed no significant difference was found as a result of the t-test applied to determine the difference between the attitudes of the classroom. It was determined that a great majority of the classroom teacher candidates desire to work in a state educational institution. When the types of high schools from which the teacher candidates had graduated, preference order means and their attitudes towards the profession of teaching were examined with using the method of variance analysis, significant differences were found between the groups.

Key Words: *Classroom teacher candidates, the profession of teaching.*

Introduction

Teaching is a job which needs knowledge and skill along with manner and regular habitudes. That's why, it is as much essential for teacher candidates, who are still studying at schools, to gain manner and worthiness as information (Çeliköz and Çetin, 2004). Gökçe (1995) and Jeans (1995) emphasize that manner and behavior have a great impact on students.

It is important for institutions training teachers to motivate their students towards both academic success and the job of teaching, in raising successful teachers who love their jobs. It is essential for teacher candidates to have pedagogic

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formation and be raised professionally equipped to do their jobs more effectively and successfully (Durmuşoğlu, Yanık and Akkoyunlu, 2009). According to Çeliköz and Çetin (2004), if teacher candidates can be raised having the positive manners regarding their jobs, when they become teachers, they fulfill their jobs completely, show more positive behaviors to the students, become researchers, think creatively and pass improvements to the learning environment easily. Teaching is one of the professions which are formed as a result of social life and division of labor, and which have an important role in sustaining the social life. Today, when fast developments and improvements take place, the greatest effort of all nations is to raise qualified individuals, equipped enough to keep pace with this alteration process. Education is the most important instrument in reaching this goal and teachers make the bigger part of this effective instrument. The views of teacher candidates regarding the profession of teaching, are important in making the teacher candidates draw attention to the values they attach to teaching, and strengthening their successes in the profession of teaching (Gürses and others, 2005). In addition to this, Gök (2003) state that the most important job of teacher training programs is to determine the manners regarding teaching, how these manners can be brought to teacher candidates, and to evaluate how successful it can get in realizing this. Pointing that training teachers and the qualities expected from teachers have changed in the day, Johnson and Howell (2005) state that this change will have an impact on education systems and the society. What qualities the teaching profession will have in the future, the role and necessities the teachers will need to possess, what qualities will be looked at when teachers start their profession, and the current deficiencies of training teachers are important subjects.

While all of these subjects change from society to society, determining the proficiency fields the teachers need to have in a detailed way, is important for every country (Gökçe, 2003). Accordingly, studies regarding improving the manners of teacher candidates, done by institutions training teachers, are needed and these studies are crucial. Results of the researches also say that positive views (manners) of teachers regarding their jobs have an important impact on job satisfaction (Tanrıöğen, 1997).

Aim of the study

The aim of this research is to investigate attitudes of the classroom teacher candidates studying at the Education Faculty of Uludag University towards a variety of variables (the 1st and 4th grade level, graduated high school, from which type of institution they want to work, leading reasons for the teaching profession).

Data gathering tools

In the research, the data has been gathered by Personal Information Form and "Attitude Scale Regarding Teaching Profession" which is developed by Çetin (2006), in order to get demographic information belonging to the students. This is a 5 point likert scale which is formed of 35 article. As a result of an analysis done by Çetin (2006), the Kaiser- Meyer Olkin (KMO) value of the scale has been calculated as 0.95 and the coefficient of internal consistency, which is calculated for reliability study, has been calculated as α=0.95. Factor analysis is done by researchers in order to determine construct validity of the scale, and the Kaiser-Meyer Olkin (KMO) validity value of the scale has been calculated as 0.94 and the

coefficient of internal consistency, which is calculated for reliability study, has been calculated as α=0.94.

Analysis of the data

The research is a descriptive research in screening model. SPSS (The Statistical Package for the Social Sciences) package software has been used during the analysis of the data of the research. The difference between the attitude points and the views has been tested by t test and variance analysis.

Foundings

Table 1. T Test results regarding if the points which have been got by elementary school teacher candidates from the attitudes towards teaching profession scale differ by class level

Class Level	N	$\overline{X}$	ss	T	P
1st Class	122	140,13	19,89	-,432	.666
4th Class	96	141,26	18,17		

As a result of t test which is done in order to determine the difference between the attitudes of 1st and 4th class elementary school teacher candidates regarding the teaching profession, the total point average of 1st class students has been calculated as $\overline{X}$=140,13, and the total point average of 4th class students has been calculated as $\overline{X}$=141,26. A significant difference between the two groups has not been found (p>.05).

Table 2. Unilateral variance analysis results regarding if the points which have been got by elementary school teacher candidates from the attitudes towards teaching profession scale differ by the high school type they graduated from

Variability Source	Sum of Squares	Freedom Degree	Average of Squares	F	p
Between Groups	1923,623	3	641,208	1,772	.153
In The Group	77429,281	214	361,819		
Total	79352,904	217			

When the high school type of elementary school teacher candidates is viewed, the following information has been discovered: The point average of teacher candidates graduated from general high schools is $\overline{X}$=141,07; the point average of teacher candidates graduated from science high schools is $\overline{X}$=111,07; the point average of teacher candidates graduated from Anatolian high schools is $\overline{X}$=139,83; and the point average of teacher candidates graduated from Anatolian teacher high schools is $\overline{X}$=142,86. A significant difference has not been found between the two groups, as a result of the variance analysis (p>.05). When the data

is checked, it can be said that the elementary school teacher candidates who have been taken in the scope of the research, the attitude points of elementary school teacher candidates graduated from Anatolian teacher high schools regarding the teaching profession, are higher than the elementary school teacher candidates graduated from other high schools. It is seen that the attitude point average of the ones graduated from science high schools is low in the group.

Table 3. Unilateral variance analysis results regarding if the points which have been got by elementary school teacher candidates from the scale of attitudes towards teaching profession differ by the reasons leading to the profession of teaching

Variance Source	Sum of Squares	Freedom Degree	Average of Squares	F	p
Between the Groups	1964316,964	3	6438,988	22,952	.000*
In the Group	60035,940	214	280,542		
Total	79352,904	217			

*p<.05

When the reasons leading the elementary school teachers to the profession, the following information has been discovered:

The attitude point average of elementary school teacher candidates, who state that the teaching profession is their own choice, is $\overline{X}$=147,23, and it is higher than the elementary school teacher candidates who state that it is the choice of the environment ($\overline{X}$=126,07), it is to find a job easily ($\overline{X}$=127,69), and it is the guidance of teachers ($\overline{X}$=128,83). Also, as a result of variance analysis, which is done in order to determine the difference between the reasons leading the elementary school teachers to the profession and the attitudes regarding the profession, a significant difference has been found (p>.05).

Table 4. LSD test results regarding the point of scale of attitudes towards the profession of teaching, by the reasons leading the elementary school teacher candidates to the profession of teaching

	Groups (the reasons leading the elementary school teacher candidates)	Average Difference	Standart Error	P
ÖMYT	My choices- Desire of my family and relatives	21,15460	3,45556	.000*
	My choices - Easy to find a job	19,53853	3,26932	.000*
	My choices – My teachers' guidance	18,39269	5,02991	.000*

*p<.05

As a result of LSD Test (Test of least significant difference) which is done in order to determine the source of the difference between the attitude scale point averages regarding the profession of teaching in reference to reasons leading the elementary school teacher candidates to the teaching profession, a difference can be seen between the point averages of elementary school teacher candidates who say that it's their choices and desire of their family and relatives, the ones who say that it's their choices and it's easy to find a job and the ones who say that it's their own choices and their teachers' guidance.

Table 5. Unilateral variance analysis results regarding if the points which have been got by elementary school teacher candidates from the scale of attitudes towards teaching profession differ by the institutions they want to work for

Variability Source	Sum of Squares	Freedom Degree	Average of Squares	F	p
Between Groups	9600,818	3	3200,273	9,818	.000*
In The Group	69752,086	214	325,944		
Total	79352,904	217			

*p<.05

When the views of elementary school teacher candidates about the institutions which they want to work for are examined, it can be determined that the majority of the candidates (N=188) want to work for a public establishment. A significant difference between the institution they want to work for in the future and their attitude points (p<.05).

Table 6. LSD Test results of elementary school teacher candidates regarding the points of attitude scale about the profession of teaching in respect of the Institutions they want to work For

	Groups (The Institution He/She Wants To Work For)	Average Difference	Standart Error	P
ÖMYT	Public and Prive Education Institution-Other Profession	32,50000	10,42344	.002*
	Private Education Institution- Other Profession	27,46429	7,10238	.000*
	Public Education Institution - Other Profession	29,01064	5,37548	.000*

*p<.05

As a result of LSD Test (Test of least significant difference) which is done in order to determine the source of the difference between the attitude scale point averages of elementary school teacher candidates, it is seen that the point averages differ by the institutions they want to work for, and between the public and private education institutions, and the other professions between the private education institutions and other professions; and public high schools and other professions.

Conclusion, discussion and suggestions

As a result of t test which is done in order to determine the difference between the attitudes of 1st and 4th class elementary school teacher candidates regarding the teaching profession, a significant difference has not been found (p>.05). Tanrıöğen (1997) couldn't determine a significant difference between the class of teacher candidates and their attitudes about the profession of teaching in his own research. This result shows that there is not a significant relation between the class levels and attitude points of students. In another word, As the class levels of students get higher, their attitudes towards the profession of teaching don't change positively or negatively.

As a result of variance analysis which is done in order to determine the difference between the high school type and the attitudes of elementary school teacher candidates regarding the teaching profession, a significant difference has not been found (p>.05). When the data is checked, it can be said that the elementary

school teacher candidates who have been taken in the scope of the research, the attitude points of elementary school teacher candidates graduated from Anatolian teacher high schools regarding the teaching profession, are higher than the elementary school teacher candidates graduated from other high schools. It is seen that the attitude point average of the ones graduated from science high schools is low in the group. Evaluating the high school types, Saracoglu (1993) and Çetinkaya (2009) has decided that there is not a significant difference between the high schools from which the elementary school teacher candidates graduate and and their attitudes towards the profession of teaching.

When the views of elementary school teacher candidates about the institutions which they want to work for are examined, a significant difference between the institutions they want to work for in the future and their attitude points has not been found ($p<.05$). Hoşgörür, Kılıç and Dündar (2002) has asked to the students if they think about becoming a teacher after they graduate, and %92,4 of students replied it positively while %7,6 of them said that they didn't think about doing their professions. Even if a little, this thinking has been interpreted with the following opinions : Students don't find the salary satisfactory; they don't like the profession; and they thought that the profession had lost its prestige.

When the reasons leading the elementary school teachers to the profession, a significant difference has been found as a result of variance analysis, which is done in order to determine the difference between the reasons leading the elementary school teachers to the profession and the attitudes regarding the profession ($p>.05$). Gürbüz and Kışoğlu (2007) has supported this result as a result of their own study. They have determined that there is a significant difference between the reasons leading the elementary school teachers to the profession and the attitudes regarding the profession. In a study which is done in a school in California, Su (1997), has determined that local and minor students are proud of teaching profession. Brown (1992), has asked to the intern teachers in Jamaica and Eastern Carribean States why they had chosen the teaching profession, and the candidates have replied that they do this job because firstly they want to help the children and they want to contribute to the society. These study results show that the ones who choose a profession of their own will, have a high attitude towards the profession.

As a result of the research, the attitudes of teacher candidates who are in the extent of the research, regarding the profession of teaching do not differ by the class level. This situation comes into conflict with the expectance that teacher candidates will have more positive attitudes towards the teaching profession. As a consequence, two opinions may be brought forward. Firstly, it can be said that an important alteration on the conditions of teaching profession to affect the attitudes of teacher candidates can't be done. At this point, it can be expected that teacher candidates will have more positive attituudes towards the profession in the case of an improvement on the conditions of status and teacher salaries with the support of the society. Secondly, it can be said that the education institution doesn't have an impact on the attitudes of students. At this point, it becomes important for institutions training teachers to review their programs, and make the teacher candidates have positive attitudes towards the profession and turn to new

implementations. In this respect, it is thought that the vocational lessons of teaching should be reviewed. Therefore, activities which may lead teacher candidates to improve their attitudes towards the profession may be implemented. It is seen that seeing the profession as their own choice has positive effects on the attitudes of teacher candidates towards the profession. This situation shows that high school students should be informed on the choice of profession. The students who choose their professions deliberatively, have higher attitudes towards the profession. In order to improve this research, more researches to measure the attitudes of the elementary school teacher candidates who study at other universities and teacher candidates who study at other departments should be developed.

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