



ISSN:1306-3111

e-Journal of New World Sciences Academy  
2010, Volume: 5, Number: 2, Article Number: 1C0135

**EDUCATION SCIENCES**

Received: September 2009

Accepted: January 2010

Series : 1C

ISSN : 1308-7274

© 2010 www.newwsa.com

**Erdoğan Tezci**

**Ali Rıza Terzi**

Balikesir University

erdogan.tezci@hotmail.com

Mersin-Turkey

**AN EXAMINATION ON THE ATTITUDES TOWARDS TEACHING PROFESSION OF THE  
STUDENTS OF SECONDARY SCHOOL BRANCH TEACHER TRAINING PROGRAMS**

**ABSTRACT**

The present study aims to determine the selection process of prospective teachers for Secondary School Branch Teacher Training Programs and the attitudes toward teaching profession of the students who are selected and being trained in this process, as well as to explain the factors that affect the development of such attitudes. The results of the study indicate that the students had mostly positive attitudes towards teaching profession. It was determined that love for their branches and profession was an important factor that played a role in this attitude. A comparison between the 3.5+1.5 and 4+1.5 teacher education programs reveal a significant difference in favor of the 4+1.5 program; however, no significant difference was observed in terms of grade level. Nevertheless, the significant difference in favor of the departments where 4+1.5 program is implemented displays a parallelism with the comparison made in terms of programs. It was further determined that courses on PTK and the implemented program played a role in this difference and that the students attending the 4+1.5 programs had more positive loadings.

**Keywords:** Teacher Education, Teacher Education Programs, Attitude Prospective Students' Attitude, Secondary Education

**ORTAÖĞRETİM ALAN ÖĞRETMENLİĞİ ÖĞRENCİLERİNİN ÖĞRETMENLİK MESLEĞİNE  
YÖNELİK TUTUMLARININ İNCELENMESİ**

**ÖZET**

Bu araştırmada Ortaöğretim Alan Öğretmenliği Bölümlerine öğretmen adaylarının seçimi ve bu süreçte seçilen ve yetiştirilen öğrencilerin öğretmenlik mesleğine yönelik tutumlarını belirlemek ve tutumların gelişimde etki eden faktörleri açıklamak amaçlanmıştır. Araştırma sonucunda öğrencilerin öğretmenlik mesleğine yönelik tutumlarının genelde olumlu olduğu belirlenmiştir. Bu tutumda özellikle alan ve meslek sevgisinin önemli bir etken olduğu belirlenmiştir. 3.5+1.5 programı ile 4+1.5 programları arasında yapılan karşılaştırmada 4+1.5 lehine anlamlı fark bulunurken, sınıf düzeyi açısından farklılık bulunamamıştır. Bununla beraber, 4+1.5 programının uygulandığı Anabilim Dalları ile 3+1.5 programın uygulandığı ana bilim dalları arasında 4+1.5 programının uygulandığı Anabilim Dalları lehine anlamlı farklılık olması program açısından yapılan karşılaştırma ile paralellik göstermektedir. Bu farklılıkta ise ÖMB derslerinin ve uygulanan programın etkili olduğu ve 4+1.5 programlarında okuyan öğrencilerin daha çok olumlu yüklem yaptıkları belirlenmiştir.

**Anahtar Kelimeler:** Öğretmen Eğitimi, Öğretmen Eğitimi Programları, Tutum, Öğretmen Adayı Öğrencilerin Tutumları, Orta Öğretim

## 1. INTRODUCTION (GİRİŞ)

Training teachers is one of the important objectives that all societies have to attain since if all other variables are assumed to be constant, the quality of the educational system, which somehow exists in every society, is equivalent to the quality of its teachers. In the history of Turkish education, the beginning of educational system dates back to the Seljukid era (Akyüz, 1994). It could be argued that a thorough educational system was established under the Ottomans and reached the peak of its development particularly in the Tanzimat period. The institutions of primary education in this period are classified as *sıbyan* schools, *iptidai* schools, and *rüşdiyes* (Koçer, 1992; Buluç, 2002). Considering that *Darülmualimin-i Sibyan* (Teachers' Seminary for Primary Schools) was established during the Tanzimat period, it could be argued that the teacher training system in Turkey is based on a 150-year tradition and experience. From this period onwards, various teacher training schools were opened to train teachers for different levels of the educational system.

In the Republican Turkey as well, teacher training has been regarded as one of the basic duties of the state and conducted under the supervision and responsibility of the Ministry of National Education. In the first years of the Republic, teaching profession took its place among the most high-status professions. However, in time, the status of the profession gradually declined. Managed under the supervision and responsibility of the Ministry of National Education until 1982, teacher training schools were handed over to universities once the Council of Higher Education (YÖK) was established. Some departments had been two-year and some four-year programs until 1990, after which all departments of education were raised to four-year programs.

With the restructuring of the faculties of education in 1998-1999 in terms of both content and resources used to train teachers, a radical change took place in the system of teacher training. As a result of this restructuring process, four-year programs were initiated in the faculties of education for the first and second steps of primary education. In these programs, courses on Professional Teaching Knowledge (PTK) are taught with the same contents throughout the duration. Thus, in all departments of the faculties of education, these courses were standardized and this standardization process included their content as well.

Through the so-called restructuring in the faculties of education, three different sources to train teachers were introduced, the first of which is the four-year process in the faculties of education. Under this structure, all courses are extended over a four-year process and taught exclusively under the faculties of education.

Under the current practice, the second source to train teachers for secondary education is the 3.5+1.5 undergraduate programs where students spend the first 3.5 years in faculties of science and letters taking branch courses and courses on background information and skills, and then offered PTK courses in the final 1.5 years in faculties of education. The third source is the 4+1.5 non-thesis master's programs where alumni of faculties of science and letters take a second examination to continue with the PTK courses in period of 1.5 years. Up until the period covered by the study, PTK courses and their contents are common in both 3+1.5 and 4+1.5 programs, which train teachers for secondary education.

The courses and their contents offered in the four-year departments where all courses are taught in faculties of education and those offered at the 3+1.5 and 4+1.5 programs are the same. The PTK courses extended over a four-year period in the departments of the

faculties of education which train teachers for the first and second steps of primary education are taught in the final period of 1.5 years in the 3.5+1.5 programs which train teachers for secondary education, as well as in 4+1.5 programs to which the alumni of the faculties of sciences and letters are admitted.

A comparative analysis was deemed critical between the perceptions on the profession of the students who are being trained as teachers for secondary education through two different sources, a product of the recent regulations in teacher training. In the present study, the perceptions on teaching profession of the students attending the 3+1.5 undergraduate programs and those attending the 4+1.5 non-thesis master's programs were subjected to a comparative analysis both in quantitative and qualitative terms.

## 2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

In the Early Republican Era, various legal arrangements were made to turn teaching into profession. In Article 1 of the Law of Teachers of Secondary Education (Orta Tedrisat Muallimleri Kanunu) dated 13 March 1924, teaching was defined as "a profession with separate ranks and grades, assuming the task of training and education, which one of the public services provided by the state. And in the Law on Educational Organization with no. 789, dated 22 March 1926, it was stated that "what is fundamental in educational services" is the teaching profession (Akyüz, 1994).

While most departments at universities, including the faculties of medicine, were open to students without any examination, the Teachers' Seminary for High Schools (Yüksek Öğretmen Okulu) was one of the few schools admitting students through an examination (Eşme, 2003). There came later periods when the importance attached to teacher qualifications during the Early Republican Era would be ignored.

Failing to observe to the objective of training qualified teachers, treating teaching profession as a field of employment for unemployed university graduates, persistence of the way of thinking "at worst he/she will become a teacher", and the intervention attempts of governments in education for political purposes (Dursunoğlu, 2003) turned the profession into a job that could be performed by any ordinary graduate student possessing a diploma of any field. All these factors contributed to the rise of both qualitative and quantitative problems.

As a result of the restructuring that signified a substantial transformation after the year 1998-1999, the task and responsibility of teacher training in pre-service education were entrusted to Faculties of Education at the level of higher education. Ensuring the accreditation in education, this decision brought a critical step for quality improvement. Under the new arrangement, courses on Professional Teaching Knowledge (PTK) were extended over a four-year period of time in four-year programs. At the same time, in teacher training departments of Secondary Education of Sciences and Social Sciences (except for the Teaching Programs in Fine Arts, Physical Education and Foreign Languages), students are now offered courses on PTK for a period of 1.5 years (3 semesters) after a branch education of 3.5 years (7 semesters).

With the intention to train more qualified secondary school branch teachers, the new arrangement stipulated that the graduates of the Faculties of Science and Letters, too, would be required to complete non-thesis Master's Programs on teaching profession with a period of 1.5 years (YÖK, 1998). The new restructuring enabled the program fields in faculties of education to become compatible with the

schooling under the Ministry of National Education. Furthermore, it aimed to provide with solutions the qualitative and quantitative problems experienced in teacher training. It is obvious that the solution to these quantitative and quantitative primarily depends on the pre-service selecting of prospective teachers and providing them with better education (Şimşek, 2005; Buluç 2002).

The PTK courses taught in 3.5+1.5 and 4+1.5 programs training secondary school teachers are supposed to bring about a positive change on the knowledge and skills as well as the attitudes towards teaching profession of the students attending the programs. Because if we are to accept attitude as "an inclination attributed to an individual which regularly shapes his/her thoughts, feelings and behaviors towards a particular object" (Kağıtçıbaşı, 1985: 84), the attitude of the individual constitutes one of the major factors in his/her professional success.

Treating the concept of attitude as a bipolar variable ranging from the most negative to the most positive, an attitude developed towards a certain profession could be regarded as a major predictor for the success of the individual in that profession. The implemented education programs are, at the same time, supposed to bring a positive change in the attitude of the individual towards the profession. Future studies to be conducted to this end will provide critical feedback on the efficiency of teacher training programs (Çakır, 2005).

At this juncture, it could be suggested that a comparative study between the students attending 3.5+1.5 programs training secondary school teachers and those attending 4+1.5 non-thesis Master's Programs would contribute to determining the efficiency of the programs. Furthermore, it is expected that the way students perceive the process would as well contribute to discovering the basic factors playing a role in the development of attitudes and to a possible curriculum to be developed to this aim.

The factors that determine in general the teachers' qualifications are their pre-service and in-service training processes and their attitudes towards the profession. The attitudes of prospective teachers towards the profession are likely to have an impact upon professional success, professional expectations and professional satisfaction. However, three basic elements of attitude - i.e., cognitive, affective, and behavioral elements - should be involved in the development of the attitude (Freedman and Carlsmith, 1989; Kağıtçıbaşı, 1985). Since it is impossible to observe attitude formation without acquiring information about a particular event or object, the attitudes of students are expected to develop and take shape as they acquire further knowledge and experience about the profession.

Although there exist various researches on prospective teachers' attitudes towards teaching profession and their acquisition of professional skills, no studies directly related to the subject of the present study could be found in the available literature in Turkey. However, among the researches indirectly touching upon the subject of this study, the research of Şenel et al. (2004) about students attending secondary school branch teacher training programs and the study of Simşek (2005) on the attitudes of students attending Faculty of Education and Faculty of Science and Letters towards teaching profession conclude that the attitudes of students towards the profession are generally positive and at a high level.

The research conducted by Öztürk et al. (2005) with a view to compare the attitudes of students attending the Faculty of Education and the attitudes of the alumni of the Faculty of Science and Letters at Gazi University towards the profession revealed that the

perceptions of the former towards teaching profession is higher than those of the latter. In their research examining the attitudes of students attending 4-year undergraduate programs and 3.5+1.5 programs training prospective teachers for secondary education at the Faculty of Education at Balıkesir University. Terzi and Tezci (2007) concluded that the student attitudes are high and regardless of differences in terms of grades and programs.

It is expected that a comparative analysis of the attitudes of students attending 3.5+1.5 programs training prospective teachers for secondary education and those attending 4+1.5 programs towards the profession will contribute to determine the functionality of the programs. In this context, the objective of the study in general is to determine the impact of PTK courses upon the attitudes of students towards teaching profession.

Within the framework of this general objective, the study is intended to determine the attitudes towards teaching profession of the students attending the programs where branch courses are taught in the first 3.5 years and PTK courses in the last 1.5 year, and of those attending programs where PTK courses are taught in the last 1.5 years following a 4-year period of branch courses, and the factors that are likely to have an impact upon the attitudes in question. Drawing upon this objective, the following sub-objectives have been reached:

- To determine the attitudes of students in general towards teaching profession
- To explain the perceptual factors that might have an impact upon the attitudes of students towards the profession
- To determine whether the attitudes of students vary depending on the differences in;
  - o Gender,
  - o Program attended (3.5+1.5 ve 4+1.5) and
  - o Department attended (Physics, Chemistry, Mathematics, Biology, Turkish Language and Literature, History and Geography of 4+1.5 programs and Physics, Chemistry, Mathematics, Biology and Turkish Language and Literature of 3.5+1.5 programs)
- To explain the impact of the program and PTK courses upon the development of students' attitudes towards teaching profession

### **3. METHOD (YÖNTEM)**

Both quantitative and qualitative research methodologies were used in the study (Cresweel, 1994). At the first stage, a statistical analysis was performed to compare students' levels of attitude towards teaching profession in terms of different variables (gender, grade, program, and department).

To determine the attitudes of students towards teaching profession, survey model was used (Karasar, 1995) and the data obtained from the Likert-type "Attitude Scale Towards Teaching Profession" were quantitatively analyzed. For the second stage of the study, a structured interview form was used to detect the factors that possibly affect student attitudes. The qualitative data from the interview form were evaluated through content analysis.

#### **3.1. Research Group (Çalışma Grubu)**

The study comprises the students attending the 3.5+1.5 ve 5+1.5 non-thesis master's programs at Necatibey Faculty of Education at Balıkesir University in the fall semester of the academic year 2007-2008. No sampling was done since all students were included in the study who attended the first year (3.5<sup>th</sup> and 4.5<sup>th</sup> grades) and the final

year (5<sup>th</sup> and 5.5<sup>th</sup> grades) of the 3+1.5 and 4+1.5 non-thesis master's programs where the Secondary School Branch Teacher Training Programs are implemented.

Table 1. Gender and department distribution of students on the basis of their programs

(Tablo 1. Program temelinde öğrencilerin cinsiyet ve bölüm dağılımı)

Type of Program	3.5+1.5 programs				4+1.5 programs		Overall Sum
	4 <sup>th</sup> grade (8 <sup>th</sup> semester)		5 <sup>th</sup> grade (10 <sup>th</sup> semester)		5.5 <sup>th</sup> grade (11 <sup>th</sup> semester)		
	Female	Male	Female	Male	Female	Male	
1- Physics	9	15	10	6	9	7	56
2- Chemistry	4	10	12	7	11	3	47
3- Mathematics	12	14	6	13	9	5	59
4- Biology	21	6	17	4	12	3	63
5-Turkish Language and Literature	17	9	9	7	13	7	62
6- History	-	-	-	-	14	5	19
7- Geography	-	-	-	-	11	6	17
Total	63	54	54	37	79	36	323

For the study, data were collected from 357 students; however, 34 incomplete "Attitude Scales Towards Teaching Profession" were not processed. Evaluated data consisted of those from the "Attitude Scales Towards Teaching Profession" of 323 students and those obtained from the structured interview forms administered to students. With regard to the evaluated data, the distribution of students according to their genders, departments, and programs is given in Table 1.

At the 4+1.5 program, students are registered in the Physics, Chemistry, Mathematics, and Biology departments in Natural Sciences, and in the departments of Turkish Language and Literature, History, and Geography in Social Sciences. Data were collected from a total of 115 students attending these departments, 79 of whom are female and 36 of whom are male.

### 3.2. Data Collection Instruments (Veri Toplama Araçları)

The data for the study were collected using a 34-item and five-point Likert-type scale which aimed to determine the attitudes towards teaching profession of the prospective teachers. The measuring instrument was rated as 5= Strongly agree, 4= Agree, 3= Undecided, 2= Disagree, and 1= Strongly disagree. The validity and reliability study of the scale was conducted by Üstüner (2006). The same scale was re-assessed in validity and reliability in a study conducted in 2007 by the researchers.

As calculated by Üstüner, the KMO value of the scale (2006) was .91; Bartlett's test value was 7835.194; and the internal consistency coefficient was .93. The scale is a one-dimensional one. On the other hand, in the analysis conducted by the researchers, the KMO value was found as .961 and Bartlett's test value as 4878.069. The alpha reliability coefficient of the scale was calculated as .97. In the upper-group and lower-group 27% analysis performed to determine the discriminativeness of each scale item, it was determined that the lowest mean rating (1.03), the highest mean rating (4.57), and all items were significant at the level of .05 (p<0.05).

A structured interview form was prepared for the study in order to determine the factors that might have an impact on the student

attitudes towards teaching profession. The interview form consists of 4 open-ended questions. The questions were selected so as to detect the student opinions on the courses on PTK and the program, as well as the reasons for their opinions. The form was pre-administered on a group of 10 students at the 4+1.5 program; thus, the functionality of the questions was tested.

### **3.3. Data Analysis (Veri Analizi)**

The study data consist of both quantitative and qualitative data. For the analysis of the quantitative data, arithmetic mean, standard deviation, independent groups t-test, and single-factor variance analysis (ANOVA) for the unrelated samplings were used.

For the analysis of qualitative data, qualitative content analysis processes were performed, for which frequency analysis and the coding processes of the established theory were used. In this coding process, free and oriented coding processes were followed and the student statements that could possibly have impacts upon attitude change/development were given focus.

As a first step, code lists and later, categories were formed using the open coding procedure. Next, the data were assigned to categories and the frequencies and percentages were calculated. The findings were transformed by making connections across categories. In the transformation process, loadings associated with attitudes were interpreted.

## **4. FINDING AND INTERPRETATIONS (BULGULAR VE YORUMLAR)**

The findings of the study are interpreted within the context of its sub-objectives.

### **4.1. The Attitudes of Students towards Teaching Profession (Öğrencilerin öğretmenlik mesleğine yönelik tutumları)**

The first sub-objective of the study was defined as "determining the attitudes of students in general towards teaching profession". Within the framework of the objective, the mean and the standard deviation of the responses of students included in the study to each attitude item are presented in Table 2.

As seen in Table 2, the highest mean is at the level of ( $\bar{x}$ =4.41) in item 18, which is "The idea of teaching people things they do not know pleases me", and the lowest mean is seen at the level of ( $\bar{x}$ =2.05) in item 20, which is "It makes me happy to think I will become a teacher". The students stated their opinions as "Strongly agree" in a total of 4 items, "Agree" in 18 items, "Partly agree" in 11 items and "Disagree" in 1 item. The total rating of students included in the study was found to be 125.73. Considering that the range of the ratings obtained from the scale varies between 34 and 170, an attitude at a rating level of 125.73 corresponds to an attitude that could be termed as positive. These results of the study support the results of the researches conducted by Terzi and Tezci (2007), Alim and Pekdemir (2006), Kaya and Büyükkasap (2005), Şenel et al. (2004).

Table 2. The mean and the standard deviation of student responses to each attitude item

(Tablo 2. Öğrencilerin her bir tutum ifadesine yönelik tepkilerin ortalama ve standart sapması)

Attitude Statements	$\bar{X}$	S
1- The idea of becoming a teacher attracts me	3.89	.97
2- Teaching profession is boring for me*	2.69	1.50
3- I think teaching is a suitable profession for me	4.18	.92
4- If I had to choose again a profession, I would prefer becoming a teacher	3.36	1.23
5- I think teaching is not a suitable profession for me *	2.71	1.49
6- I think teaching does not suit my lifestyle*	2.80	1.48
7- I think teaching does not suit my personality*	2.68	1.54
8- I regret to have chosen teaching profession*	2.89	1.48
9- I believe I will be successful in teaching profession	4.07	.88
10-I am pleased with having chosen this department related to teaching profession	3.77	1.08
11-I believe I can overcome the difficulties I will have in teaching profession	4.03	.72
12- I would like to work as a teacher even under difficult conditions	3.59	1.07
13-I feel sure of the requirements of teaching profession	4.11	.70
14-I believe I have a special talent for teaching	3.70	.91
15- I think teaching is not a suitable profession for me*	2.68	1.48
16-I think teaching will provide me with opportunities to be productive and creative	3.70	1.00
17-I believe I will be a professional teacher	4.06	.76
18-The idea of teaching people things they do not know pleases me	4.41	.74
19-I feel attracted to people working as teachers	3.94	.92
20-It makes me happy to think I will become a teacher*	2.05	.93
21-I would not recommend to those who are to choose a profession*	2.85	1.32
22-I think I will have much to do when I become a teacher	3.77	.92
23-Working conditions of teaching profession attracts me	3.17	1.21
24-I consider success in the courses on professional teaching knowledge as important	4.04	.96
25-I like conversing with people working as teachers	4.05	.88
26-I talk about and discuss the issues of education, learning, teaching and teaching profession	3.99	.86
27-I think I will be a learned and qualified teacher	4.12	.70
28-I believe teaching will bring me a prestigious status in the society	3.75	.92
29-I voluntarily chose the teaching program I am currently attending	3.73	1.21
30-I fear I will have troubles in teaching profession*	3.00	1.07
31-I find honorable to guide people's lives by working as a teacher	4.29	.79
32- I do not like talking about and discuss the issues of education, learning, teaching and teaching profession *	2.72	1.45
33-I believe I will be sufficiently esteemed by the society when I become a teacher	3.45	.99
34-The continuous nature of teaching profession makes me feel secure	3.62	1.07

\* Statements marked with this sign are reverse rated.

#### 4.2. Perceptual Factors in the Development of Student Attitudes towards the Profession (Öğrencilerin Mesleğe Yönelik Tutumlarının Gelişimindeki Algısal Faktörler)

In the interview form structured to determine the sources of the student attitudes towards the profession, they were asked the question "Are you happy to study in the department you are currently

attending?" In the analysis employing the free coding related to their responses to the question, difference categories basically with 5 positive and 7 negative loadings. The loading values pertaining to these categories are provided in Table 2.

The findings obtained from the content analysis of the responses to the question "Are you happy to study in the department you are currently attending?", which was addressed to the students in the structured interview form, are provided in Table 3.

Table 3. Student opinions on their departments  
(Tablo 3. Öğrencilerin okudukları bölümde ilişkin görüşleri)

Categories	Coding
<i>Positive Loadings</i>	
Interest in the branch	84
Love for teaching profession	72
Professional opportunities	11
Suitability of the profession for personality	10
Fitness for purpose	6
<i>Negative Loadings</i>	
Lack of teacher appointment	43
Lack of love for teaching profession	24
Limited employment opportunities	21
Program implementation (3.5+1.5 and 4+1.5)	17
Dissatisfaction with education process	16
Economic reasons	10
Under necessity	7
Undecided	3
Total	323

As could be seen in Table 3, the most important among the positive motives are "interest in the branch" and "love for teaching profession". It was determined that the first item positively rated by most of the students is that they are interested in the branch rather than teaching profession itself. Then comes the second item loaded by 72 students; that is, love for teaching profession. However, the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> ratings of the students were negative loadings. Among the negative loadings, lack of teacher appointment ranks the first, lack of love for teaching profession ranks the second and limited employment opportunities ranks the third. Some student opinions on negative and positive loadings are as follows:

Student 1 (Mathematics 4+1.5): "I chose this department to secure my life. But there is no appointment for the department at the moment. I will be unemployed despite my success in the Student Selection Examination (ÖSS). I feel myself deceived"

Student 2 (TDE 3.5+1.5): "I am not happy to receive education for this profession. It is difficult to forecast the future. It is unknown whether I will work as a teacher. I had different dreams when I chose this department."

Among the positive opinions of the students, the first one is the interest in the branch. Some striking opinions of the students on the issue are as follows:

Student 3 (Biology 4+1.5): "This is not an ordinary department. Rapid advances arouse my curiosity, allowing me for self-improvement."

Student 4 (Physics 3.5+1.5): It is very nice to obtain the title 'teacher'. I would like to work as a teacher in the future. I am happy with my department.

A parallelism could be observed between the attitude ratings of the students and their perceptions on the profession. It could be

stated that they in general hold positive attitudes which originate from the love for the profession. The fact that the prospective teachers will teach in their particular branches could be argued to be a major factor in the development of the attitudes in question.

#### 4.3. Examination of Student Attitudes towards the Profession in terms of Gender (Öğretmenlik Mesleğine Yönelik Tutumların Cinsiyet Açısından İncelenmesi)

It has been observed that, in terms of gender, there exists a significant difference among student attitudes towards teaching profession. As can be seen in Table 4, the mean attitude ratings of female students are higher than those of male students, constituting a meaningful difference ( $t_{3.381} p<.05$ ) speaking in statistical terms.

Table 4. Analysis of student attitudes towards the profession in terms of gender

(Tablo . Öğretmenlik mesleğine yönelik tutumların cinsiyet açısından analizi)

Gender	N	$\bar{X}$	S	t	p
Female	196	3.59	.45	3.381	0.001
Male	127	3.42	.46		

The results of the study supports those of the studies (Terzi and Tezci, 2007; Öztürk et al., 2005; Çakır, 2005; Kaya and Büyükkasap, 2005; Saracaloğlu et al., 2004; Coultas and Levin, 2002) conducted both in Turkey and abroad. This could be explained by the fact that teaching profession is much more preferred by women and that the working conditions are more favorable for women.

#### 4.4. Analysis of Student Attitudes Towards Teaching Profession in Terms of Program Differences (Öğrencilerin Öğretmenlik Mesleğine Yönelik Tutumlarının Program Farklılığı Açısından Analizi)

The 3.5+1.5 and 4+1.5 programs are the two sources of teacher training for the Secondary School Branch Teaching program at the Faculties of Education. The independent groups t-test analysis carried out to determine whether program differences result in differences in student attitudes revealed a significant difference between the groups ( $t_{-321} = -4.247, p<0.05$ ). The results of the t-test analysis are given in Table 5.

The results of the analysis in terms of program type (Table-5) the mean rating of the students in the departments of the 3.5+1.5 program ( $\bar{X}=3.31$ ) is lower than the mean attitude rating of those in the departments of the 4+1.5 program ( $\bar{X}= 3.91$ ). This shows that the attitude ratings of the students attending the 3.5+1.5 programs to become teachers are lower than those of the students who graduated from the Faculty of Science and Letters and are attending the 4+1.5 programs where non-thesis master's program is applied.

However, the difference in attitudes might be attributed to the students attending the 4<sup>th</sup> grades of the 3.5+1.5 programs since at the beginning of the semester, these students did not have sufficient level of information regarding PTK so they needed to be evaluated in this context. Therefore, only the mean attitude ratings of the students at the final grades of both programs were compared. In the analysis conducted (Table 5), it was determined that there is a statistically significant difference ( $t_{-9.829} p<0.05$ ) in favor of the 4+1.5 programs ( $\bar{X}=3.91$ ). The results of the analysis revealed a difference between the mean attitude ratings in terms of programs.

Table 5. Analysis of the attitudes towards teaching profession in terms of programs  
(Tablo 5. Öğretmenlik mesleğine yönelik tutumların program açısından analizi)

Comparison of the Total Attitude Ratings With Regard to the Programs					
Program	N	$\bar{X}$	S	t	p
3.5+1.5 Programs	208	3.31	.28	-14.247	0.000
4+1.5 Programs	115	3.91	.47		
Comparison of the Attitude Ratings of the Students in the Final Years of the Programs					
3.5+1.5 Program: 5 <sup>th</sup> Grade	91	3.35	.30	-9.829	0.000
4+1.5 Program: 5.5 <sup>th</sup> Grade	115	3.91	.47		

Nevertheless, in order to ascertain whether this difference only resulted from the program or grade difference also played a role in it, the mean ratings of the students attending the 3.5+1.5 programs required a comparison in terms of grade levels (4<sup>th</sup> and 5<sup>th</sup> grades). An analysis of the attitude ratings of the 4<sup>th</sup> and 5<sup>th</sup> grade students at the 3.5+1.5 programs (Table- 6) shows that there is not any statistically significant difference between the mean attitude ratings.

Table 6. The Results of the t-test Analysis in Terms of Grade Difference

(Tablo 6. Sınıf Farklılığına Göre t Testi Analizi sonuçları)

3.5+1.5 Program Grades	N	$\bar{X}$	S	t	p
4 <sup>th</sup> Grade	117	3.28	.27	-1.862	0.64
5 <sup>th</sup> Grade	91	3.35	.30		

When the attitude ratings of the students attending the 3.5+1.5 programs were examined in terms of grade level, no difference was found between the mean ratings of the 4<sup>th</sup> ( $\bar{X}$  = 3.28) and 5<sup>th</sup> grade ( $\bar{X}$  = 3.35) students. The lack of any significant difference between the mean attitude ratings of the students at the same program in terms of grade difference and yet, the presence of a significant difference in favor of the 4+1.5 programs when they were examined in terms of programs demonstrate that the courses on PTK was not an important factor that affected the attitudes.

#### 4.5. A Comparison of the Student Attitudes in Terms of the Department Variable (Öğrenci Tutumlarının Anabilim Dalı Değişkeni Açısından Karşılaştırılması)

Single-Factor Variance Analysis (One-Way ANOVA) was carried out to determine whether the student attitudes changed with the department difference (The Departments of Physics, Chemistry, Mathematics, Biology, and Turkish Language and Literature at the 3.5+1.5 programs and The Departments of Physics, Chemistry, Mathematics, Biology, Turkish Language and Literature, History, and Geography at the 4+1.5 programs). The results of the analysis showed that there was a statistically significant difference between the attitude ratings of the students in accordance with the department difference [ $F_{(11-499)} = 2.674$ ,  $p < .05$ ]. Scheffe's test was conducted so as to determine between which departments the difference was observed. The results of the analysis are given in Table 7.

A difference was detected between the attitude ratings of the students in terms of Department difference. It is striking that this difference was observed between the Departments of Teacher Training in Secondary Education that are mainly based on the 3.5+1.5 programs and

the Departments in which the 4+1.5 non-thesis master's programs are implemented. There was a difference between only the Department of Chemistry ( $\bar{X}=3.13$ ) among the 3.5+1.5 programs and the Departments of Chemistry ( $\bar{X}=3.72$ ) and Mathematics ( $\bar{X}=3.73$ ) among the 4+1.5 programs. The attitude ratings of the 4+1.5 Departments of Chemistry and Mathematics are higher. There is a significant difference between all Departments of the 4+1.5 programs (Physics, Biology, Turkish Language and Literature, History, and Geography), except for the Departments of Chemistry and Mathematics, and the Departments of the 3.5+1.5 programs (Physics, Chemistry, Mathematics, Biology, and Turkish Language and Literature). And the difference in question is in favor of the Departments of the 4+1.5 program.

Table 7. The ANOVA results on the attitude ratings of students at different departments

(Tablo 7. Farklı anabilim dallarında okuyan öğrencilerin tutum puanlarına ilişkin ANOVA Sonuçları)

Department	Attitude Ratings			F	p	Significant Difference (Scheffe's)
	$\bar{X}$	S	N			
1-Physics (3.5+1.5)	3.37	.28	40	21.625	.000	1, 3, 4 and 5 < 6, 9, 10, 11, 12 2 < 6, 7, 8, 9, 10, 11, 12
2-Chemistry (3.5+1.5)	3.13	.37	30			
3-Mathematics (3.5+1.5)	3.35	.24	45			
4-Biology (3.5+1.5)	3.36	.22	48			
5-Turkish Language and Literature (3.5+1.5)	3.29	.28	42			
6-Physics (4+1.5)	4.14	.48	16			
7-Chemistry (4+1.5)	3.72	.49	17			
8-Mathematics (4+1.5)	3.73	.54	14			
9- Biology (4+1.5)	3.88	.31	15			
10-Turkish Language and Literature (4+1.5)	3.93	.40	20			
11-History (4+1.5)	4.00	.32	19			
12-Geography (4+1.5)	3.87	.61	17			

p<.05

This finding of the study concerning the Department difference is in parallel with the results of the studies conducted by Terzi and Tezci (1997), Kaya and Büyükkasap (2005), and Saracaloğlu et al. (2004). Significant differences were observed in terms of the attitudes among various Departments in these studies as well. However, both 4+1.5 and 3.5+1.5 programs train teachers for secondary education. Moreover, given that the departments at both programs are almost the same and that all branch courses are taught at the Faculty of Science and Letters while the courses on PTK are taught at the Faculty of Education, it could be suggested that this difference might be mainly related to expectations.

#### 4.6. Student Perceptions on the PTK courses and Program Differences (Öğrencilerin ÖMB Derslerine ve Program Farklılığına İlişkin Algıları)

In order to determine the reasons for the difference among the student opinions on both program and department differences, with regard to these two variables, the students were addressed the question, "Have the PTK courses brought about a change in your

attitude towards the profession?"; and the following results were obtained in the analysis of their responses (Table 8).

An analysis on the student responses about the perspective changes brought about by the PTK courses revealed that the most stated opinion among the 4<sup>th</sup> grade students at the 3.5+1.5 program (13.67%) was "gaining insight into the importance of the profession", while the most stated opinion among the 5<sup>th</sup> grade students (17.58%) was "understanding the education process". Both the students at both grades of the 3.5+1.5 program (14.90%) and those at the 4+1.5 program (26.08%) presented positive loadings as "understanding the education process". As for the negative loadings, both the 4th grade students (16.24%) and 5th grade students at the 3.5+1.5 program (14.27%) and those at the 4+1.5 program (7.82%) indicated negative loadings towards "education and courses". However, when viewed in terms of the programs, the percentage of the positive loadings from the students at the 4+1.5 program is 73.04%, while the percentage of the positive loadings of those at the 3.5+1.5 program is 62.98%, which means that positive loadings are at a higher rate for the students at the 4+1.5 program. It shows that the highest change rate is observed in the students at 4+1.5 programs, though PTK courses bring about considerable changes in the perspectives of all students. Furthermore, the fact that the loading by the 4th grade students at the 3.5+1.5 programs on the category "I already did not love the profession", which ranked the 2nd in the ratings, is not observed in the 5th grade students suggests that the attitude toward the profession is mainly shaped prior to the education process.

Some of the positive loadings of student on PTK courses is as follows:

Student 5 (3+1.5 Chemistry): "These courses enabled me to better understand the feelings and thoughts of others, which makes me happy. So now, it is easier for me to get on with others and I get angry less often -The way the information is presented is comprehensible."

The most striking negative loadings of student is as follows:

Student 8 (3.5+1.5 Turkish Language and Literature): "There are problems with the practice of these courses. They are theoretically fine, but there is no practice".

The number of positive loadings of the students about PTK courses is higher than that of negative loadings for both program types. Yet, it indicates that the number of positive loadings and categories by the students at the 4+1.5 programs is higher than those at the 3.5+1.5 programs. Moreover, the fact that the emphasis on the positive aspects ranked first and second in the loadings shows that PTK courses are effective in the perspective changes of students. It is observed that the impact of PTK courses on the changes in student perspectives is concerned with understanding students and the process, which is effective in developing positive attitudes towards the profession.

An analysis of the student responses to the 3rd question, "Do the PTK Courses Meet Your Expectations?" is given in Table 9.

Table 8. Loadings on the impact of PTK courses upon the changes in perspective

(Tablo 8. ÖMB derslerinin bakış açılardaki değişime etkisi konusundaki yüklemeler)

Positive loadings on the PTK courses	3.5+1.5 Programs				4+1.5 Programs		Total	
	4th grade		5th grade		f	%	f	%
	f	%	f	%				
I realized that the profession is difficult	10	8.55	6	6.59	5	4.35	21	6.50
I learnt how to treat students	13	11.11	12	13.19	25	21.74	50	15.48
I understood what the education process means	15	12.82	16	17.58	30	26.08	61	18.89
I started to view teaching profession more positively	3	2.56	1	1.10	2	1.74	6	1.85
I gained self-confidence	12	10.26	10	10.99	6	5.22	28	8.67
I gained an insight into the importance of the profession	16	13.67	4	4.40	10	8.69	30	9.29
I started to love the profession	6	5.13	7	7.69	6	5.22	19	5.88
Total	75	64.10	56	61.54	84	73.04	215	66.56
Negative loadings on the PTK courses								
I know what the profession means; nothing has changed	4	3.42	2	2.20	8	6.96	14	4.33
It made no contribution because I do not have any experience	2	1.71	2	2.20	2	1.74	6	1.86
I already loved the profession so nothing has changed	4	3.42	3	3.30	1	0.87	8	2.48
I already did not love the profession and nothing has changed	9	7.69	-	-	3	2.61	12	3.72
The education and courses did not change my perspective	19	16.24	13	14.27	9	7.82	41	12.69
I lost my enthusiasm for teaching profession	1	0.85	3	3.30	1	0.87	5	1.55
Sum	39	33.33	23	25.27	24	20.87	86	26.63
Undecided -Not sure - No idea	3	2.57	12	13.19	7	6.09	22	6.81
Overall sum	117	100	91	100	115	100	323	100

Table 9. Student opinions on whether the PTK courses meet the expectations  
(Tablo 9. ÖMB derlerinin beklentilere cevap verme durumuna ilişkin öğrenci görüşleri)

	3.5+1.5 Programs				4+1.5 Programs		Overall Sum	
	4th grade		5th grade		f	%	f	%
	f	%	f	%				
I learn new information	45	38.46	17	18.68	50	43.48	112	34.67
I recognized that branch courses are insufficient	6	5.13	3	3.30	6	5.22	15	4.64
I gained self-confidence	3	2.56	-	-	2	1.74	5	1.55
I had the chance to practise	8	6.84	2	2.20	-	-	10	3.10
They are useful for the PPSE Exam	3	2.56	-	-	-	-	3	0.93
Sum	65	55.55	22	24.18	58	50.43	145	44.89
The education is far from meeting the needs	9	7.69	21	23.08	31	26.95	61	18.89
Not creative	-	-	-	-	2	1.74	2	0.62
Not based on practice	20	17.09	12	13.19	4	3.48	36	11.15
Everything is only formality	7	5.98	8	8.79	2	1.74	17	5.26
Useless Courses	8	6.84	9	9.89	9	7.43	26	8.04
Sum	44	37.61	50	54.95	48	41.74	142	43.96
Undecided	8	6.84	19	20.87	3	2.61	30	9.29
Reason unspecified	-	-	-	-	6	5.22	6	1.86
Overall sum	117	100	91	100	11	100	323	100

The analysis of the student responses to the question, "Do the PTK courses meet your expectations?" revealed that among the positive ratings of the 4th grade students at the 3.5+1.5 program, the response "I learn new and exciting things about PTK" ranked first (38.46%), while the first-ranking negative loading was "The way the PTK courses are taught is not based on practice" (17.09%). Among the positive loadings of the final (5th) grade students, "I learn new and exciting things about PTK" ranked first (18.68%), while the first-ranking negative loading was "education does not meet the needs" (23.08%). The number of the negative loadings of the students at the 3.5+1.5 program are higher than that of positive ones. On the other hand, the opposite applies to the 4+1.5 programs, for which the first-ranking positive loading was detected to be "I learn new and exciting things about PTK" (43.48%), while the first-ranking negative loading was "education does not meet the needs" (26.95%).

Some of the statements explaining the positive loading by the students in general could be listed as follows:

Student 12 (3.5+1.5 Physics): "There is a difference between me 1.5 years ago and me now. Now I know more about class environment. Teaching does not mean  $e=mc^2$ ."

Student 12 (4+1.5 Geography): "I did not know anything before. Thanks to the courses I took, I overcame my incompetence on teaching profession."

Student 16 (3.5+1.5 Turkish Language and Literature): "There should be more emphasis on practice. I am not provided with adequate information on my branch".

Student 18 (4+1.5 Chemistry): "We do not learn these courses in a discussion environment. The students have fear of low grades. We just prepare slides on pointless subjects and deliver lecture to those who do not follow the courses."

In terms of program differences, there is a parallelism between the impact of PTK courses on the changes in student perspectives and the level of meeting the expectations. However, it could be stated that the number of negative loadings in 3.5+1.5 programs are lower than those in 4+1.5 programs, which is basically because of the higher number of negative loadings by 5<sup>th</sup> year students of 4+1.5 programs. Among these opinions are particularly negative loadings such as 'the educational activities are far from meeting the needs' and 'they are not mainly based on practice'.

Regarding the implemented program, the students were addressed a question "Would you prefer to take the PTK courses during a period of 5 and 5.5 (for the 4+1.5 programs) years? Please state the reason" (Question 2). The results of the analysis on their responses are provided in Table 10.

The majority (69.35%) of both 4<sup>th</sup>-year (64.10%) and 5<sup>th</sup>-year students (65.13%) at the 3.5+1.5 programs and the final grade students at the 4+1.5 program (77.39%) supported the view that, instead of the final period of 1.5 years, the courses should be extended over a 5 and 5.5-year period. The first-ranking opinion of the students was the over-intensive program by 26.62% (86 people) and the second-ranking opinion was that such an extension will be beneficial for them to learn about the practice of branch courses.

Among those supporting the view that the program should remain as it is, the most commonly held view 5.57% (18) is that the program, with its present situation, prepares students better for teaching profession. Then comes the view 5.26% (17) that it offers more lasting knowledge. Another view pertaining to the 3.5+1.5 programs is that they are regarded as positive for it prepares students for the Public Personnel Selection Examination (KPSS). This view, it could be argued, originates from the fact that these students attend 3.5+1.5 programs to become teachers and are stricken by anxiety for an examination like PPSE since they have not yet obtained their undergraduate degree. On the other hand, the fact that the students attending 4+1.5 programs already possess undergraduate degrees and that some of them presently work in an institution could be considered as a factor alleviating examination anxiety on their part.

Some of the positive opinions of students about the program are as follows:

Student 20 (3.5+1.5 Biology) "It will prepare us for PPSE"

Student 23 (4+1.5 Biology - 4<sup>th</sup> year) "Since the branch courses were difficult, I would not be able to focus more on the courses on education. Taking these courses in the last 1.5 years contributed a lot to us

Table 10. Student opinions on the programs implemented  
(Tablo 10. Öğrencilerin uygulanan programla ilgili görüşleri)

	3.5+1.5 Programs				4+1.5 Programs		Total	
	4 <sup>th</sup> year		5 <sup>th</sup> year		Last year			
Reasons stated by those preferring to the courses during a period of 5 and 5.5 years	f	%	f	%	f	%	f	%
It would lead the students to divert from their branches	15	12.82	9	9.89	8	6.96	32	9.91
It would enable learning the practice of branch courses	9	7.69	14	15.38	16	13.91	39	12.07
It would compel students to focus on various fields	22	18.80	12	13.19	11	9.56	35	10.84
It would enable to improve the professional sense of teaching	14	11.97	5	5.49	3	2.61	22	6.81
It would be more efficient	15	12.82	20	21.98	51	44.35	86	26.62
Total	75	64.10	60	65.93	89	77.39	224	69.35
The reasons stated by those considering the current practice as appropriate								
It offers more lasting knowledge	10	8.55	6	6.60	1	0.87	17	5.26
It prepares students for PPSE	10	8.55	3	3.30	-	-	13	4.02
Branch courses are much more important	3	2.56	1	1.09	3	2.61	7	2.17
It prepares students better for teaching	8	6.84	3	3.30	7	6.09	18	5.57
Both would be difficult at the same time	-		-		8	6.96	8	2.48
Total	31	26.50	13	14.29	19	16.52	63	19.50
It does not matter-Undecided	6	5.13	14	15.38	2	1.74	22	6.81
Unspecified opinion	5	4.27	4	4.40	5	4.35	14	4.34
Overall Sum	117	100	91	100	115	100	323	100

Some exemplary statements of negative loadings by students on the program implementation are as follows:

Student 24 (3.5+1.5 Mathematics) "3.5 years passes so slow and boring. If we had been given such information, then we would both put

us at ease and prepare us for teaching. We have just realized this semester that we are going to become teachers. Had we received those earlier, we would be oriented towards the profession beforehand."

Student 29 (3.5+1.5 Physics- 5<sup>th</sup> year) "For 3.5 years we have not been motivated for becoming teachers. A prospective teacher should be raised from the very beginning with the awareness about teaching, which him/her feel closer to the profession"

Student 27 (4+1.5 History) "While taking the PTK courses, we are deprived of branch courses. These are disconnected."

An overwhelming majority of the students stated that it would be beneficial to extend the courses over the whole period instead of the final 1.5 years. They particularly hold the view that the courses offered over the whole period will be effective for both being prepared for the profession and for the integration of branch courses and PTK courses. This could be more clearly observed in the case of students who are placed in the 3.5+1.5 programs with high grades in Student Selection Examination (ÖSS).

##### **5. CONCLUSION AND DISCUSSION (TARTIŞMA VE SONUÇ)**

Students who are enrolled in a department of the faculties of education, which train teachers for secondary education, are taught PTK courses for 1.5 years, following a 3.5-year branch education. On the other hand, after taking branch courses for 4 years at faculties of science and letters, which again train teachers for secondary education, students are taught PTK courses at the 1.5-year non-thesis master's programs, which admits students through an examination. It is observed that these two different methods to train teachers for secondary education have different effects upon student attitudes.

It is generally observed that students have more or less positive attitudes towards teaching profession and their love for the profession, along with their interest in their branches, is effective in the development of this attitude. The fact that students' interest in their branches is in the first difference category and their love for the profession ranks the second shows that they consciously choose teaching as a profession. Although for some departments, in particular, teacher appointments are very limited, students knowingly choose teaching in these departments, which is an important indicator.

These findings of the study support those of others conducted on different samplings in Turkey in terms of different variables (Terzi and Tezci, 2007; Alim and Pekdemir, 2006; Kaya and Büyükkasap, 2005; Saracaloğlu et al., 2004; Şenel et al., 2004; Karahan, 2003; Buluç, 2002; Özgür, 1994). Consisting of cognitive, affective, and behavioral elements, attitude includes all kinds of feelings of the individual towards the outside world (Freedman, Sears, and Carlsmith, 1993; Sherif and Sherif, 1996). Attitude development is based on the individual's past experiences and attitudes provide advance information about an individual's future behaviors (Kağıtçıbaşı, 1985). Given this general fact about attitude, it could be suggested that the positive attitudes of the participant students towards teaching profession will have significant effects not only on their success at school but also during their professional careers as teachers. Being compelled to work in jobs/professions that one does not like is something which would prevent them from successful careers from the very beginning.

The comparison between the programs to ascertain whether PTK courses have an impact upon student attitudes revealed a statistically significant difference. And to determine whether this difference is actually a result of PTK courses, a comparison was made between the final grade students at the 3.5+1.5 program and those at the 4+1.5 program, which revealed a significant difference in favor of the 4+1.5

program. To further determine whether grade had an effect on these differences, the ratings of the students at the 4th grade (8th semester) and the 5th grade (10th semester) of the 3.5+1.5 program were compared and no significant difference was found.

As a matter of fact, in the study by Terzi and Tezci (2007), in which they compared the attitudes toward teaching profession among the 3.5 +1.5 program students and other undergraduate students, it was concluded that grade difference did not have any effect on attitudes toward teaching as a profession. Similar findings are in parallel with the results of the studies by Bodur (2006), Demirci (1996), and Yüksel (2004), in which they found that grade difference did not have any significant effect on the attitudes towards teaching profession.

Furthermore, there is also a paralelism between the findings in that in the comparison made between the departments of both programs, differences are greater between the departments of the 3.5+1.5 program and those of the 4+1.5 program and in favor of the latter. This finding indicates that PTK courses do not have any effect on the attitude development of students and it is in parallel with the findings of a study by Veznedaroğlu (2005) on "the effect of scenario-based learning on the attitudes towards teaching profession and perceptions of self-efficiency of the prospective teachers". Veznedaroğlu (2005) concluded that the attitudes of prospective teachers are high; however, education produced no significant change in attitudes. Nevertheless, the difference among the student attitude ratings depending on some department variables could be explained by branch difference and related opportunities, rather than PTK courses. As a matter of fact, the higher number of loadings due to interest in branches as the first-ranking factor that has an impact on student attitudes explains this phenomenon. The results of the present study, as well as other studies conducted in Turkey, demonstrate that PTK courses do not have a significant effect on student attitudes towards teaching profession.

An analysis of the documents obtained from the structured interviews administered to determine the possible processes on student attitudes revealed that student opinions on the PTK courses and the implemented programs are generally positive. However, the students at the 4+1.5 programs have more positive views on the implemented programs when compared to those studying at the 3.5+1.5 programs, which is in parallel with attitude difference.

On the other hand, the number of positive loadings by the 4th grade (8th semester) students at the 3+1.5 programs are greater than that of negative loadings, when compared to the students at the 5th grade (10th semester) of the same program. Moreover, it was determined that the positive loadings of the final grade (10th semester) students are smaller in number than those of the 4th grade (8th semester) students, which also demonstrates that opinions have a significant impact upon attitudes towards profession.

Drawing upon the results of the study, it could be argued that students consciously choose teaching profession. Nevertheless, the qualitative results of the study reveal that anxiety levels of students increase as they have to pass another exam to be appointed as a teacher. Thus, it could be suggested that negative loadings of students on teaching profession mainly originate from fear of unemployment.

Furthermore, the results of the study indicate that PTK courses bring about a more or less positive change in student opinions but their effect on attitude change is not significantly different. Yet, it could be argued that the change in opinions is reflected on the attitude change with regard to program.

#### REFERENCES (KAYNAKLAR)

- Akyüz, Y., (1994). Türk Eğitim Tarihi: Başlangıçtan 1993'e. [History of Turkish Education: From the Outset to 1993] (4. ed.). İstanbul: Kültür Koleji Yayınları.
- Alim, M. and Bekdemir, Ü., (2006). Coğrafya Öğretmeni Adaylarının Öğretmenlik Mesleğine Yönelik Tutumları. [Attitudes of Prospective Geography Teachers towards Teaching Profession] Milli Eğitim Dergisi, 35(172), 263-275.
- Bodur, M., (2006). Eğitim Fakültesi Programlarının Farklı Lise Çıkışlı Örgencilerin Öğretmenlik Tutumlarına Etkisi. [The Effect of the Programs at Faculties of Education on the Attitudes towards Teaching Profession of Different High-School Graduates] (Unpublished Masters Thesis), Bursa: Uludağ Üniversitesi, Sosyal Bilimler Enstitüsü.
- Buluç, B., (2002). Sınıf Öğretmenliği Bölümü Öğrencilerinin Öğretmenlik Sertifikası Programlarına Yönelik Tutumları. [Attitudes of the Students at the Departments of Primary School Education towards Teacher Certificate Programs] Toplumsal Düşünce Dergisi, 3(5), 41-48.
- Creswell, J.W., (1994). Research Design: Qualitative & Quantitative Approaches. Thousand Oaks, California: Sage Publications.
- Coultas, C.J. and Lewin, M.K., (2002). Who becomes a teacher? The Characteristics of Student Teachers in Four Countries. International Journal of Educational Development, 22(3-4), 243-260.
- Çakır, Ö., (2005). Anadolu Üniversitesi Açıköğretim Fakültesi İngilizce Öğretmenliği Lisans Programı (İÖLP) ve Eğitim Fakülteleri İngilizce Öğretmenliği Lisans Programı Öğrencilerinin Mesleğe Yönelik Tutumları Ve Mesleki Yeterlik Algıları. [Attitudes toward Teaching Profession and Perceptions of Professional Efficacy among the Students at the Undergraduate Program in Teaching English as a Foreign Language of the Open Education Faculty at Anadolu University and the Students at Undergraduate Programs in Teaching English as a Foreign Language of Faculties of Education] İnönü Üniversitesi Eğitim Fakültesi Dergisi, 6(9), 27-42.
- Demirci, C., (1996). Hacettepe Üniversitesi Eğitim Fakültesi Fen Bilimleri Bölümü 1. ve 4. Sınıf Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumlarının Öğrencilere Ait Bazı Değişkenler Açısından Belirlenmesi [Determining in terms of Different Variables the Attitudes towards Teaching Profession of the 1<sup>st</sup> and 4<sup>th</sup> Grade Students at the Department of Natural Sciences of the Faculty of Education at Hacettepe University], (Unpublished Masters Thesis), Ankara: H.Ü. Eğitim Bilimleri Enstitüsü.
- Dursunoğlu, H., (2003). Cumhuriyet Döneminde İlköğretime Öğretmen Yetiştirmenin Tarihi Gelişimi [Historical Evolution of Primary School Teacher Training in the Republican Era], Milli Eğitim Dergisi, 160, Access Date: 20.10.2007, <http://yayim.meb.gov.tr/dergiler/160/dursunoglu.htm>.
- Eşme, İ., (2003). Öğretmen Yetiştirmede 130 Yıllık Bir Sürecin Öyküsü: Yüksek Öğretmen Okulları. [The Story of an 130-year Process in Teacher Training: Teachers' Seminars for High Schools] Milli Eğitim Dergisi, 160, Access Date, 20.10.2007 <http://yayim.meb.gov.tr/dergiler/160/esme.htm>.

- Freedman, J.L., Sears, D.O., and Carlsmith, J.M., (1989). Sosyal Psikoloji. [Social Psychology] (trans. by. A. Dönmez), İstanbul: Ara Yay.
- Kağıtçıbaşı, Ç., (1985). İnsan ve İnsanlar. [The Human and Humans] İstanbul: Cem Ofset.
- Karahan, E., (2003). Öğretmen Adaylarının Öğretmenlik Tutumları Açısından İncelenmesi [An Examination of Prospective Teachers in terms of Attitudes towards Teaching], (Unpublished Masters Thesis). İstanbul: Marmara Üniversitesi Eğitim Bilimleri Enstitüsü.
- Karasar, N., (1994). Bilimsel Araştırma Yöntemi. [The Method of Scientific Research] (6. ed.). Ankara: 3A Araştırma Eğitim Danışmanlık.
- Kaya, A. and Büyükkasap, E., (2005). Fizik Öğretmenliği Programı Öğrencilerinin Profilleri, Öğretmenlik Mesleğine Yönelik Tutum ve Endişeleri: Erzurum Örneği. [The Profiles, the Attitudes towards Teaching Profession, and Anxieties of the Students of the Teacher Training Program in Physics: The Case of Erzurum] Kastamonu Eğitim Dergisi, 13(2), 367-380.
- Koçer, H.A., (1992). Türkiye’de Modern Eğitimin Doğuşu ve Gelişimi. [The Birth and Development of Modern Education in Turkey] İstanbul: Milli Eğitim Basımevi.
- Saracaloğlu, A.S., Serin, O., Bozkurt, N. ve Serin, U., (2004). Öğretmen Adaylarının Mesleğe Yönelik Tutumlarını Etkileyen Faktörler [Factors Affecting the Attitudes of Prospective Teachers towards Teaching Profession]. Çağdaş Eğitim, 29(311), 16-27.
- Sherif, M. ve Sherif, C.W., (1996). Sosyal Psikolojiye Giriş II. (Introduction to Social Psychology II) (trans.by M.Atakay and A.Yılmaz), İstanbul: Sosyal Yayınları
- Şenel, H.G., Demir, İ., Sertelin, Ç., Kılıçarslan, A. and Köksal. A., (2004). Öğretmenlik Mesleğine Yönelik Tutum ve Kişilik Özellikleri Arasındaki İlişki. [The Relationship between the Attitude towards Teaching Profession and Personal Traits] Eğitim Araştırmaları, 15(4), 99-109.
- Şimşek, H., (2005). Ortaöğretim Alan Öğretmenliği Tezsiz Yüksek Programına Devam eden Öğrencilerin Öğretmenlik Mesleğine Yönelik Tutumları. [Attitudes towards Teaching Profession of the Students Studying at Graduate Programs in Secondary School Branch Teacher Training] Yüzüncü Yıl Üniversitesi, Elektronik Eğitim Fakültesi Dergisi, 2(1), Access Date: 19.02.2007, <http://efdergi.yyu.edu.tr>.
- Özgür, F.N., (1994), “Öğretmenlik Mesleğine Karşı Tutum”, [Attitude towards Teaching Profession] (Unpublished Masters Thesis) İstanbul: Marmara Üniversitesi Sosyal Bilimler Enstitüsü.
- Öztürk, B. Doğan, O. ve Koç, G., (2005). “Eğitim Fakültesi Öğrencileri ile Fen-Edebiyat Fakültesi Mezunlarının Öğretmenlik Mesleğine Yönelik Algularının Karşılaştırılması (Gazi Üniversitesi Örneği) [Comparison of the Perceptions towards Teaching Profession of the Students of the Faculty of Education and the Alumni of the Faculty of Science and Letters (The Case of Gazi University)] Türk Eğitim Bilimleri Dergisi, 3(1), 1-19.
- Terzi, A.R. and Tezci, E., (2007). Necatibey Eğitim Fakültesi Öğrencilerinin Öğretmenlik Mesleğine İlişkin Tutumları [Attitudes towards Teaching Profession of the Students of

- Necatibey Faculty of Education]. *Eğitim Yönetimi*, 13(52), 593-614.
- Üstüner, M., (2006). Öğretmenlik Mesleğine Yönelik Tutum Ölçeğinin Geçerlik ve Güvenirlik Çalışması [A Validity and Reliability Study of the Attitude Scale towards Teaching Profession], *Eğitim Yönetimi*, 12 (45),109-127.
  - Veznedaroğlu, M., (2005). Senaryo Temelli Öğrenmenin Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Tutum Ve Öz Yeterlik Algısına Etkisi. [The Effect of Scenario-Based Learning on the Attitudes towards Teaching Profession and Self-Efficacy Perceptions of Prospective Teachers] (Unpublished Masters Thesis) Ankara: Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.
  - Yüksel, S., (2004). Tezsiz Yüksek Lisans Programının Öğrencilerin Öğretmenlik Mesleğine İlişkin Tutumlarına Etkisi [The Effect of Non-Thesis Master's Program on the Attitudes of Students towards Teaching Profession]. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 17(2), 355-379.
  - Yüksek Öğretim Kurulu Başkanlığı, (1998). Cumhuriyet Döneminde Öğretmen Yetiştirmenin Tarihi Gelişimi, Eğitim Fakülteleri Öğretmen Yetiştirme Programlarının Yeniden Düzenlenmesi ile İlgili Rapor [Historical Development of Teacher Training in the Republican Era, The Report on the Reorganization of Teacher Training Programs of the Faculties of Education], Access Date: 19.01.2007, [www.yok.gov.tr/egitim/raporlar/mart98/bolum6.html](http://www.yok.gov.tr/egitim/raporlar/mart98/bolum6.html)