

Examination of Attitudes towards Teaching Profession and Self-Efficacy Beliefs of Pedagogical Formation Students

Pedagojik Formasyon Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumları ile Öz-yeterlik İnançlarının İncelenmesi

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ABSTRACT

The purpose of the present study was to examine the relationship between attitudes towards the teaching proficiency and self-efficacy beliefs of the pedagogical formation students. For this purpose 508 pedagogic formation students from Çankırı Karatekin University and Hacettepe University participated in the study. Participants filled in the "Scale for Proficiency Self-Efficacy Beliefs" and "Scale for Attitudes toward Teaching Profession". Both of the scales were checked for validity and reliability. To investigate if the scales were valid, confirmatory factor analysing was used and both scales were found to be valid. In order to see whether the scales were reliable, Cronbach's alpha coefficients were calculated and both scales were reliable. The data collected from the participants were firstly analysed with descriptive statistical techniques including arithmetical means, standard deviations and the value of percentage. As for the relationship between attitudes towards teaching profession and self-efficacy beliefs, Pearson correlation coefficient was used. To examine if self-efficacy beliefs are a significant predictor of attitudes towards the teaching profession, multiple regression analyses were conducted. Results showed that participants' opinions about their attitudes towards the teaching profession were positive. Besides, it was seen that participants' self-efficacy beliefs about their profession was relatively high. Correlation analyses indicated that there was a significant, positive but weak relationship between the participants' professional self-efficacy beliefs and their attitudes towards the teaching profession. Regression results revealed that professional self-efficacy beliefs were a significant predictor of attitudes towards the teaching profession. However, it was observed that the level of professional self-efficacy beliefs accounted for only some of the variance in attitudes towards the profession.

Keywords: Professional self-efficacy beliefs, Attitudes towards teaching profession, Pedagogical formation

ÖZ

Bu çalışmanın amacı pedagojik formasyon eğitime devam eden öğrenci görüşlerine göre öğretmenlik mesleğine yönelik tutum ile mesleki öz-yeterlik inancı arasındaki ilişkiyi incelemektedir. Bu amaçla Çankırı Karatekin Üniversitesi ile Hacettepe Üniversitesi'nde Pedagojik formasyon eğitimi alan 508 öğrencinin görüşlerine başvurulmuştur. Bu kapsamda katılımcılara "Öğretmenlik Mesleğine Yönelik Tutum Ölçeği" ile "Mesleki Öz-yeterlik İnançları Ölçeği" uygulanmıştır. Bu çalışmada kullanılan ölçeklerin geçerlikleri doğrulayıcı faktör analizi ile sınanmış ve ölçeklerin geçerli oldukları görülmüştür. Ölçeklerin güvenilirlikleri ise Cronbach's alfa katsayısı ile incelenmiş ve her iki ölçeğin de güvenilir olduğu belirlenmiştir. Katılımcılardan toplanan veriler öncelikle aritmetik ortalama, standart sapma ve yüzdelik değer gibi betimsel istatistikler kullanılarak analiz edilmiştir. Öğretmenlik mesleğine yönelik tutum ile mesleki öz-yeterlik arasındaki ilişki durumu ise Pearson korelasyon analizi kullanılarak incelenmiştir. Katılımcıların mesleki öz-yeterlik inançlarının, onların öğretmenlik mesleğine yönelik tutumları üzerindeki etkisi ise çoklu regresyon analizi kullanılarak çözümlenmiştir. Bulgular katılımcıların öğretmenlik mesleğine yönelik tutumlarının olumlu olduğunu göstermiştir. Bununla birlikte katılımcıların mesleki öz-yeterlik inançları da görece yüksektir. Korelasyon analizi mesleki öz-yeterlik algısı ile öğretmenlik mesleğine yönelik tutum arasında düşük, pozitif yönlü ve anlamlı ilişki olduğunu göstermiştir. Regresyon sonuçları ise mesleki öz-yeterlik inancının, katılımcıların öğretmenlik mesleğine yönelik tutumun anlamlı bir yordayıcısı olduğunu göstermiştir. Ancak mesleki öz-yeterlik inanç düzeyinin, mesleğe yönelik tutumdaki değişkenliğin çok azını açıkladığını ortaya koymuştur.

Anahtar Sözcükler: Mesleki öz-yeterlik inancı, Öğretmenlik mesleğine yönelik tutum, Pedagojik formasyon

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INTRODUCTION

In Turkey, the teacher education policy and practices have a history of more than sixty years. During the past years, the rise in population and the rapid upward trend in schooling rates have prompted governments and the education bureaucracy to conduct new searches in the teacher training policies in every period. Both in the Ottoman Empire's final period and in the Republican period, teacher training task was fulfilled by the ministries responsible for education. For example, the teachers needed at primary and secondary education levels during the Republican period were trained and employed in the institutions affiliated to Ministry of National Education (MEB). However, in certain branches needed since the beginning of Republican period, it was seen that the teacher appointments were carried out with the graduates of higher education institutions (Kavcar, 2002). The duty of teacher training in the country was taken from MEB and transferred to education faculties in 1980s. During these years, it was seen that the country's need for teachers could not be met by the education faculties, and as an exceptional application, a legal regulation was issued so that the graduates of the faculties of arts and sciences could work as teachers. In this regard, The Turkish Higher Education Council (YOK) decided that it would be sufficient for those who did not graduate from the education faculty to pass the Pedagogical Formation Education Certificate Program so that they could obtain the teaching title. Thus, the graduates of the faculties of arts and sciences with a bachelor's degree were able to obtain the teacher title by receiving formation training. Finally, the final regulations of YOK paved the way for students' enrollment in formation programs regardless of the programs from which they graduated as long as they met the compulsory conditions (YOK, 2010). With the pedagogical formation training that YOK has put into practice, those who complete this program successfully get a teaching title and can be appointed as teachers to the schools affiliated to MEB depending on the result of the Public Personnel Selection Examination of Turkey (KPSS). Therefore, in the process of pedagogical formation training, it is aimed to equip the teacher candidates with competencies peculiar to the teaching profession. The teaching profession is defined as "a specialization profession that takes the administrative tasks related to the education and training of the government" in Article 43 of the National Education Basic Law No. 1739. In this context, it is important for the teacher candidates to have the knowledge and skills that the profession requires so that they can play the role expected from them effectively. Teachers need to have a positive attitude towards the profession and a 'self-efficacy belief' in order to effectively play the role the profession requires. As a matter of fact, previous studies produced findings in support of this argument. It is seen that the studies on the prospective teachers' attitudes towards the teaching profession were carried out mostly with the students enrolled in undergraduate programs in the faculty of education (Bozdoğan, Aydın & Yıldırım, 2007; Bulut & Doğan, 2006; Çapa & Çil, 2000; Çapri & Çelikkaleli, 2008; Oral, 2004). On the other hand, in several literature reviews, the attitudes of the students continuing their education in non-thesis master's programs

towards the profession were found to be examined as a topic of research (Çakır, Kan & Sünbül, 2006; Gürbüz & Kışoğlu, 2007; Şimşek, 2005). There were studies, albeit limited in number, on the attitudes of teacher candidates continuing their pedagogical formation training towards the profession (Demircioğlu & Özdemir, 2014; Kartal & Afacan, 2013). The teacher candidates' professional self-efficacy beliefs were also important for them to play the roles required by the profession. Previous work carried out in this context produced consistent results with this argument (Çakıroğlu & Işıksal, 2009; Ekici, 2008; Gürbüztürk & Şad, 2009; Morgil, Seçken & Yücel, 2004; Oğuz & Topkaya, 2008). The studies focusing on the professional self-efficacy perceptions of teacher candidates who continue their pedagogical formation training seemed to be limited (Çocuk, Yokuş & Tanrıseven, 2005). In other literature reviews, it was observed that the relationship between the attitude towards the teaching profession and self-efficacy was also investigated. These studies were carried out predominantly with undergraduate students studying in the faculties of education. Arastaman (2013) who conducted one of those studies carried out his research with the senior students of the faculty of education, arts and sciences. The sample of Demirtaş, Cömert and Özer (2011) conducting a similar study included the senior students of the education faculty. In the review of literature done by the researchers of this study, no studies were located which examined the relationship between attitudes of teacher candidates who received pedagogical formation training towards the teaching profession and their self-efficacy perceptions. Therefore, it is believed that there is a gap in the literature as to how the relationship between attitudes towards the teaching profession and self-efficacy beliefs is seen in pedagogical formation students. Apart filling this gap in the literature, this work may also be a relative contribution to the evaluation of formation training practice. The discovery of the relationship between teacher candidates' attitudes towards the profession and their self-efficacy beliefs can give clues as to how candidates with future eligibility and self-efficacy will be taught on-site. In the following section, the conceptual development and ramework of the attitude towards the teaching profession and the self-efficacy belief are examined and then the aim of the research and its sub-problems are presented.

Conceptual Framework

Attitudes Towards Teaching Profession

Attitudes are psychological structures that include cognitive, emotional, and psychomotor behaviours that shape behaviour (Anderson, 1988). Attitude is also taken as positive or negative content opinion about another person, object or event at the same time. Thus, there are three aspects of cognition: cognitive, affective and psychomotor. The cognitive aspect of the attitude is related to the knowledge possessed of the attitude object. The knowledge that a teacher candidate has regarding the know-how of teaching is an example of the cognitive dimension of attitude. The affective aspect of attitude includes positive or negative feelings about the object of attitude. For example, whether a teacher candidate likes or does not like his/her students constitutes the affective aspect of attitude. The cognitive and affective aspects of attitude cause people to

behave in certain ways. These behaviors compose the psychomotor aspect of attitude (Baron & Byrne, 1987). A teacher's patience and tolerance towards his students can be seen as a behavioural indicator of his positive attitude towards the profession.

It is expected that teacher candidates should have a positive attitude towards the profession so that they can exhibit the behaviour required by the teaching profession based on these definitions and dimensions of the attitude (Erdem & Anılan, 2000). Smith (1968) made another definition of attitude. Accordingly, attitude is "a tendency which is attributed to an individual and constitutes his/her thoughts, feelings, and behaviours related to a psychological object regularly" (Kağıtçıbaşı, 1988). Based on this definition, it can be considered that teacher efficiency in educational environments can be associated with attitudes towards the profession at large. As a matter of fact, in a study, it was reported that the teachers who had a positive attitude towards the profession had a high performance related to education and instruction (Lapido, 1984; Lubis, 1988). Previous research suggests that teacher candidates had positive attitudes towards the teaching profession (Bulut & Doğar, 2006; Çapa & Çil, 2000; Çapri & Çelikkaleli, 2008; Oral, 2004). It has also revealed that teacher candidates' attitudes towards the teaching profession were an important predictor of teaching motivation (Ayık & Ataş, 2014).

Self-Efficacy Belief

It is important that pedagogical formation students have self-efficacy belief in the teaching profession in order to be able to effectively play the role that the profession needs in the future. There is a significant contribution of Bandura to the conceptualization of self-efficacy.

Bandura (1997) examined the concept of self-efficacy as a belief that individuals can accomplish a particular task. Accordingly, the individuals with a strong self-efficacy belief do not run away from the difficulties they face, but on the contrary, they are resolutely on top of problems to cope with this difficulty. Conversely, those who have weak self-efficacy beliefs experience tension and stress at work. This affects their performance negatively. Self-efficacy when addressed in terms of teaching profession is dealt with as a belief related to whether a teacher has the potential or ability to reach his / her learning output at the required level (Tschannen-Moran & Woolfolk Hoy, 2001). Similarly, Guskey and Passaro (1994) define self-efficacy as a teachers' self-belief about training his/her students effectively. The fact that teachers have self-efficacy beliefs is said to lead to some important consequences in educational settings. Among these are students' academic achievement, their motivation, teachers' motivation for learning about the developments in their fields and the increase in their commitment to school included (Sunjin, 2010). According to Allinder (1994), teachers with self-efficacy beliefs exhibit a high degree of planning and organizing skills. In addition, it is indicated that teachers with high levels of self-efficacy beliefs do not give up easily in the solution of problems and resist against these problems to a great extent (Ashton & Webb, 1986). Teachers with self-efficacy beliefs are quite eager for teaching (Guskey, 1984).

The Relationship Between Attitudes Towards Teaching Profession and Self-efficacy Beliefs

Teacher candidates' attitudes towards the teaching profession will determine how they will behave when performing their profession. It can be assumed that a teacher candidate who develops a positive attitude towards the profession will endeavor to fulfill his profession effectively when he/she becomes a teacher. Under these circumstances, it can be considered that a teacher candidate' self-efficacy belief regarding the profession has an important influence on the development of a positive attitude towards teaching. It has been reported that there is a significant relationship between teacher candidates' attitudes towards self-efficacy beliefs and their attitudes towards teaching profession (Demirtaş, Cömert & Özer, 2011). Similarly, in the study of Arastaman (2013), professional self-efficacy belief was found to be a significant predictor of attitudes towards the teaching profession.

The establishment of a theoretical relationship between the attitude towards the profession and the self-efficacy beliefs and the fact that this argument is supported by empirical studies reinforce the assumption that the relationship between the two variables may also apply to pedagogical formation students. In previous studies on pedagogical formation students, participants reported positive attitudes towards the teaching profession (Demircioğlu & Özdemir, 2014). A possible reason for the positive attitudes of these students may be their strong self-efficacy beliefs that they can carry out their profession effectively. For this reason, the prediction of the current research is that there may be a statistically relationship between the attitudes of the formation students towards the teaching profession and their professional self-efficacy.

The Purpose of the Study

The general purpose of this study is to examine the relationship between attitudes towards the teaching profession and professional self-efficacy beliefs based on the views of students receiving pedagogical formation education at Hacettepe University and Çankırı Karatekin University in the 2015-2016 academic year. The sub-problems of research in accordance with this aim are as follows;

1. How are the attitudes of prospective teachers towards the teaching profession and their professional self-efficacy beliefs?
2. Is there a relationship between the attitudes of teacher candidates towards the teaching profession and their professional self-efficacy beliefs?
3. Is professional self-efficacy belief a significant predictor of teachers' attitudes towards the teaching profession?

METHOD

This research which describes the attitudes of prospective teachers to the teaching profession and their beliefs about professional self-efficacy was designed as a relational survey method. The collected data were analysed by using quantitative research techniques.

STUDY GROUP

508 students who received pedagogical formation education at Hacettepe University and Çankırı Karatekin University in 2015-2016 academic year participated in the study. There were 107 students from Hacettepe University and 401 students from Çankırı Karatekin University. 76% of the students (n = 384) were female, 24% (n = 124) were male; 90% were in the age range of 20-25 years (n = 459), 7% in the age range of 26-30 years (n = 36), 2% in the age range of 31-35 years (n = 10) and on the age range (n = 3). 81% of the students were undergraduate senior students (n = 413) and 19% were undergraduates (n = 95). 14% of the participants were philosophical (n = 73), 13% were history (n = 67), 3% were mathematics (n = 15) 13%, 10% were nursing (n = 54), 0.5% were ceramics (n = 2), 15% were literature (n = 78), 7% were sociology (N = 38), 2% graphic design (n = 11), 0.2% economics (n = 1), 2.5% food engineering (n = 12) = 4, 0.8% for political science and public administration (n = 4), 0.2% for chemical engineering (n = 1), 8% for biology (n = 39), 4% for English language and literature (N = 21), 1% American culture and literature (n = 7), 3% English translation and interpreting (n = 13) and 4% child development (n = 21). 93% of the participants were single (n = 474), 7% were married (n = 34). Monthly incomes are listed as follows: 72% of participants were 500-1000 lira (n = 368), 9% were 1001-1500 lira (n = 48), 5% were 1501-2000 lira (n = 23) 3% were 2001-2500 liras (n = 15), 5% were 2501-3.000 liras (n = 23) and 6% were 3001 and over (n = 31).

Data Collection Tools

Two different data collection instruments were used in the research; Attitude Scale Toward Teaching Profession and Vocational Self-efficacy beliefs scale.

Attitude Scale Toward Teaching Profession

In order to measure the attitudes of prospective teachers towards the teaching profession, the Attitudes Towards Teaching Profession (ATTP) scale developed by Çetin (2006) was used in the research. The scale consisted of 35 items and was a 5 point Likert type. As a result of the factor analysis conducted to determine the validity of the scale, the factor loadings of the scale items ranged from 0.48 to 0.80 and the Kaiser-Meyer Olkin (KMO) value was calculated to be 0.95. The scale consisted of three sub-dimensions which were love, value and harmony. Negative items in the scale were calculated through reverse scoring. Variance ratios explained for each factor of the scale were 29.6% for the love subdimension, 12.2% for the value subscale, 9.4% for the fit subdimension, and 51.2% of the total variance was explained by the scale. The Cronbach alpha value of the scale varied between 0.76-0.95 (Çetin, 2006).

Professional Self-efficacy Beliefs Scale

In the study, the self-efficacy beliefs of the pedagogical formation trainees towards the teaching profession were measured by the Professional Self-efficacy Beliefs scale (PSB). Developed by Tschannen-Moran and Hoy (2001), this scale was adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005). The scale consisted of three sub-dimensions and 24 items, namely student

participation, instructional strategies and classroom management. The Student Participation sub-dimension included items related to how teachers motivate students in making school events whereas the dimension of instructional strategies covered the items related to how teachers can implement the teaching principles and methods during instruction. The classroom management dimension, on the other hand, consisted of items related to how teachers can control the undesirable behaviors in the classroom. The Cronbach's alpha reliability values for these dimensions were 0.82, 0.86 and 0.84; respectively. The Likert scale was ranked as ranging from "inadequate" (1) to "highly qualified" (9).

In this study, the validity and reliability analyses of both scales were repeated. Confirmatory Factor Analysis (CFA) was conducted to check construct validity while Cronbach's alpha reliability coefficient was used for reliability. The goodness of fit statistics obtained as a result of CFA on the three-dimensional structure of the ATTP scale were: [$\chi^2 = 1024.23$, Sd = 557, $p < 0.05$; GF = 0.97; CFI = 0.96; AGFI = 0.96; RMSEA = 0.04]. χ^2/sd ratio was 1.83 and other adaptation indices produce perfect harmonization values. Internal consistency coefficients calculated for each subscale and sum of the scale were as follows: ATTP (love) = 0.90, ATTP (value) = 0.80, ATTP (harmony) = 0.73, ATTP (total) = 0.90. According to these results, the Cronbach's alpha values for each subscale of the ATTP scale are above the acceptable limit value of 0.70 (Anastasi, 1982). The CFA result for the three-dimensional structure of the PSB scale is the fit goodness statistics obtained: [$\chi^2 = 1071.51$, Sd = 245, $p < 0.05$; GFI = 0.85; CFI = 0.98; AGFI = 0.82; RMSEA = 0.08]. χ^2/sd ratio is 4.37 and other adaptation indices produce good agreement values. The internal consistency coefficients calculated for each subscale and sum of the scale are as follows: PSB_{student participation} = 0.86; PSB_{curriculum strategies} = 0.86; PSB_{Management of the class} = 0.87; PSB_{toplamlar} = 0.94. Reliability indices are above the critical value of 0.70 (Anastasi, 1982). As evidence of validity and reliability on both scales, it has been decided that they are valid, valid and reliable measurement tools for use in the current research.

Analysis of Data

Arithmetic mean and standard deviation values, Pearson Moments Multiplication Correlation Coefficient and multiple linear regressions analyses were used for the purpose of the study. The Pearson Moments Multiplication Correlation Coefficient analysis was conducted to test whether there is a meaningful relationship between the attitudes of the prospective teachers towards the teaching profession and their professional self-efficacy beliefs. Whether the professional self-efficacy beliefs of prospective teachers were a significant predictor of pedagogical formation students' attitudes towards teaching profession was tested by multiple linear regression analysis. Before the mentioned analyses were performed, whether the data set provided multivariate statistical assumptions was examined. The values of skewness and kurtosis were between 0 and ± 1 , indicating that the distribution of the data set for both scales was normal. Unidirectional extreme values of the data set were examined. For one-way extreme values, z scores of individuals were calculated, and it was seen that z scores did not take values other than ± 3 values ($Z_{\max\text{ATTP}} = 2.73$,

$Z_{\min\text{ATTP}} = -2.72$, $Z_{\max\text{PSB}} = 1.87$, $Z_{\min\text{PSB}} = -2.99$). Binary correlations of variables with multiple connections between variables were calculated and it was found that there was no multiple connection problem ($r_{\text{ATTP-PSB}} = 0.17$). In addition, the presence or absence of multiple links was checked by examining the VIF values obtained as a result of the regression analysis. VIF values below 5.00 confirmed that there was no multiple connectivity problem in the research data ($\text{VIF}_{\text{ATTP}} = 4.81$, $\text{VIF}_{\text{PSB}} = 2.64$). All analyses in the research process were carried out through SPSS 20.00 and LISREL 9.01 package programs.

RESULTS

The statistical information on the attitudes of prospective teachers towards the teaching profession and their professional self-efficacy beliefs and the coefficients of correlation between the dimensions of the variables are given in Table 1.

When the mean and standard deviation values of teachers' attitudes towards teachers' professions and professional self-efficacy beliefs in Table 1 were examined, it was seen that participants' average score of attitude towards teaching profession was 3.25; The average score of love sub-dimension was 3.07; Value of the value sub-dimension was 4.33 and that of the compliance sub-dimension was 2.29. According to these findings, it can be stated that the attitudes of the students towards the teaching profession were above the moderate level in total and in affection and value sub-dimensions and had a positive direction. The adaptation sub-dimension was moderate and positive. The average score of the students' professional self-efficacy beliefs was 6.56; the average score of the student participation sub-dimension was 6.52; the average of the instructional strategies sub-dimension was 6.58 and the score of the class management sub-dimension was 6.57. These findings indicated that the professional self-efficacy beliefs of the prospective teachers were above the moderate level and positive in total and in sub-dimensions.

According to Table 1, there was a significant positive but weak relationship between the attitudes of the prospective teachers towards the teaching profession and the professional self-efficacy beliefs ($R_{\text{ATTP-PSB}} = 0.17$, $p < 0.01$). In addition, a positive and significant relationship was found between the love subdimension of ATTP and student participation subdimension of PSB ($r = 0.10$, $p < 0.01$) and ditto between curriculum strategies ($r = 0.11$, $p < 0.01$) and classroom management ($r = 0.10$, $p < 0.01$) is determined. There was a significant, positive relationship between the value subdimension of ATTP and student participation ($r = 0.41$, $p < 0.01$), teaching strategies ($r = 0.39$, $p < 0.01$) and classroom management ($r = 0.38$, $p < 0.01$) which are among the subdimensions of PSB. Finally, a significant negative relationship was found between the subdimensions of adaptation subdimension of ATTP and such subdimensions of PMD ($r = -0.26$, $p < 0.01$) as teaching strategies ($r = -0.25$, $p < 0.01$) and classroom management ($r = -0.28$, $p < 0.01$).

A multiple linear regression analysis was conducted to test whether the prospective teachers' professional self-efficacy beliefs were a significant predictor of their attitudes towards the teaching profession and the findings of data analysis are presented in Table 2.

When Table 2 was examined, it was seen that teacher candidates' professional self-efficacy beliefs was a significant predictor of their attitudes towards the teaching profession ($F = 6.05$, $p < .05$). Self-efficacy belief, however, accounted for 3% of the variance in attitude scores ($R^2 = .03$). However, not all of the three sub-dimensions of occupational self-efficacy are a significant predictor of occupational attitudes: individual (student) participation ($\beta = 0.12$, $p > .05$), teaching strategies ($\beta = 0.09$; $p > .05$), and classroom management ($\beta = -0.02$; $p > .05$).

DISCUSSION

In this study, the relationship between the occupational self-efficacy status of the participants and their attitudes towards the teaching profession was examined based on the opinions of 508 students who participated in pedagogical formation education in 2015-2016 educational years at the two state universities. For this purpose, the collected data were analysed by descriptive statistics as well as by regression analysis. Analyses have shown that the participants' professional self-efficacy beliefs were above the moderate level. In previous studies, it was found that participants' professional self-efficacy beliefs were relatively high (Yeşilyurt, 2013). A likely reason for the high level of professional self-efficacy of prospective teachers may be that they preferred the teaching profession. It can be considered as an expected finding that the teacher candidates having the willingness to become a teacher feel themselves competent in their field.

The second finding of the research was that the participants' attitudes towards the teaching profession were also positive. Descriptive statistics showed that the participants had points at and above moderate level in all subdimensions of attitudes towards the profession. This finding in the study seemed to be consistent with the findings obtained in previous studies. For example, Çapa and Çil (2000), who conducted similar research, found that participants' attitudes towards the profession were positive and above the moderate level. In addition, it was determined that the attitudes of the participants towards the teaching profession were positive in the attitude research conducted by Terzi and Tezci (2007) with the education faculty students. Evaluated as a whole, it seems that the prospective teachers' attitudes towards the profession were positive. A possible reason for this could be the social reputation of the profession. From early ages, students witness the approval of teaching profession by the society. This situation may have shaped the prospective teachers' attitudes towards the profession positively. In addition, it is an expected situation that students with a positive attitude towards the teaching profession choose it as their university preference.

In this research, the relationship between professional self-efficacy beliefs and attitudes towards teaching profession were examined. As a result of the correlation analysis, it was found that there is a significant positive but weak correlation between the two variables. When we looked at similar research results, it was seen that different results were found. For example, it can be said that the findings obtained in this study were consistent with the findings of Demirtaş, Cömert and Özer (2011). In the study, it was revealed that there was a significant but

Table 1: Descriptive Statistics of Research Variables

	Mean	Ss	1	2	3	4	5	6	7	8
1 ATTP	3.25	0.38	-							
2 Love	3.07	0.45	0.89	-						
3 Value	4.33	0.77	0.42	0.17	-					
4 Adaptation	2.29	0.98	-0.28	0.19	-0.33	-				
5 PSB	6.56	1.15	0.17	0.12	0.42	-0.28	-			
6 Student participation	6.52	1.21	0.18	0.11	0.41	-0.02	0.93	-		
7 Curriculum strategies	6.58	1.22	0.17	0.11	0.39	-0.25	0.92	0.81	-	
8 Classroom management	6.57	1.28	0.14	0.10	0.38	-0.28	0.93	0.80	0.78	-

Table 2: Regression Analysis Results Regarding Occupational Graduation

Variables	B	Standard Error	β	t	p	Dual r	Partial r
Stable	2.84	0.09	-	29.13	0.00	-	-
Student participation	0.04	0.02	0.12	1.52	0.12	0.06	0.06
Curriculum strategies	0.02	0.02	0.09	1.12	0.26	0.05	0.04
Classroom management	-0.00	0.02	-0.02	-0.33	0.73	-0.01	-0.01
R= 0.18	R²= 0.03						
F₍₃₋₅₀₄₎ = 6.05	p= 0.00						

low relationship between the two variables. However, in Çapri and Çelikkaleli's (2008) study, it was found that there was a significant and relatively higher correlation between the two variables. Similarly, in Oguz and Topkaya's (2008) research, a relatively high correlation was found between research variables. Possible reasons for the difference between the above mentioned studies may be sample differences. One possible reason for the weak relationship between the two variables in our study may be that the participants were formation students. Formation students get undergraduate education in the faculty of arts and sciences in non-teaching areas. However, due to the lack of work and similar reasons, formation students can turn to teaching profession. Therefore, participants may have a sense of incompetence due to being away from the profession even if they have a positive attitude towards the occupation. This can be considered as a possible reason for the weak correlation between the two variables.

Finally, the research also examined whether professional self-efficacy belief was a significant predictor of attitudes towards the teaching profession. The results of the regression analysis showed that professional self-efficacy belief was a significant predictor of attitudes towards the teaching profession; but self-efficacy beliefs accounted for only little of the variability in attitudes towards the profession. This finding was consistent with previous studies. For example, it was parallel to the findings of Arastaman's (2013) study in which it was also reported that a very small fraction of the variance in attitudes towards the teaching profession was explained by self-efficacy beliefs. Together with Arastaman's findings, it can be concluded that professional self-efficacy belief was insufficient to explain the attitude towards the profession.

CONCLUSION

In this study focusing on the relationship between the attitudes of pedagogical formation students towards teaching profession and their professional self-efficacy beliefs, it was concluded that the participants' attitudes towards teaching profession and their professional self-efficacy beliefs were relatively high. However, the relationship between professional self-efficacy beliefs and attitudes towards teaching profession was weak as contrary to the expectations. Moreover, the influence of the teacher candidates' self-efficacy beliefs about the teaching profession on their occupational attitudes was limited. Thus, there can be other factors that affect attitudes towards the teaching profession.

This research was conducted at two state universities that provided pedagogical training. Similar research can be extended to cover more universities. In this study, attitudes towards the teaching profession was accounted for by occupational self-efficacy beliefs only at a low level. For this reason, qualitative studies that will explore the factors influencing attitude towards the profession may be an appropriate choice in further research. It may also be suggested that future research focusing on the relationship between the two variables is carried out on larger groups.

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