Full Length Research Paper

The study of validity and reliability of the perceived value scale of prospective teachers in terms of teaching profession

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The aim of this study was to develop "Perceived Value Scale in regard to Teaching Profession of Prospective Teachers ". The validity and reliability analysis of the scale, developed for prospective elementary school teachers, was performed. In order to determine the values of the teaching profession, first of all, the related literature was scanned and an essay about the values related to the profession was written by the elementary school teachers and prospective teachers. In this way, 75 values in regard to teaching profession were determined. The obtained values were asked to be ranked according to their significance by primary school teachers and prospective teachers and a likert scale consisting of 64 items was prepared for 10 values that are most significant. After receiving expert opinions on scale items, 491 prospective teachers were applied and analysis was performed with findings .According to the analysis results, the Kaiser-Meyer Olkin (KMO) sample suitability was found as 0.847. In order to determine the reliability of the scale, Cronbach Alpha internal consistency indexes were calculated. The internal consistency index (Cronbach Alpha) of the scale was found as 0.899. Varimax vertical rotation method was used to determine independent sub factors of the scale. The lower cut-off point of the factor loads is taken as 0.45. It was found that the scale consisting of 8 factors and 40 items, explained 58,674% of the total variance. Findings suggest that the "Perceived Value Scale in regard to Teaching Profession of Prospective Teachers" is a valid and reliable measurement tool that can be used to determine the perceived value of the teaching profession of primary school prospective teachers.

Key words: Professional value, prospective teachers, teaching profession, teacher training.

INTRODUCTION

The concept of value in education systems and understanding has been attracting attention increasingly from history till today. While societies raise their next generation, they try to transfer to them the values which carry their own society's traces (Bolat, 2016).

The notion of value was first used in 1918 by Znanicki in the social science literature. It is derived from the Latin word "valale" which means "to be worth" or "to be

strong" (Bilgin, 1995). Despite a lot of emphasis in the past few years, it is difficult to say that there is a common definition that will bring the notion of value to a sufficiently clear point. When the literature is analyzed, it is seen that various disciplines such as psychology, sociology, philosophy and anthropology are involved in a common explanation effort regarding the notion of value.

According to Bacanlı (2002), it is a concept that can be taken into consideration culturally, socially and individually. Slalom Schwartz, who has been studying on notions of values in recent years, (1999) describes the concept of value as "a social actor which usually helps in the selection of behaviors / actions, in the assessment of events and people, in the explanation of behaviors / actions" and ""Desirable goals that serve as principles that guide people in their lives with varying significance"(Ros et al., 1999).

Values are beliefs about ideal behaviors or life goals of individuals and are versatile standards that guide behavior in different ways. They are beliefs that something is desirable (good) or not (bad) (Sağnak, 2004). Esmer (1999) defines the values as abstract thoughts, ideals that determine "good-evil" and "right-wrong". According to Bolay (2007, p.14), values are what people dignify and desire to achieve.

These may be values such as property, wealth, health, as well as spiritual values such as happiness, peace, patriotism love and freedom. Köknel, (2007) defines the notion of value as "an abstract unit of measure that emphasizes the importance of tangible or abstract notions; a word describing the importance of living and non-living beings, events and phenomenon". Values are not abstract notions. Values are our lives (İnam, 2009).

Rokeach (1973) defines values as "permanent beliefs that are favored or opposed to a particular mode of behavior or existence." Values are the basic determinant of behaviors, decisions, group relations, human relations, organizational behavior, superior-subordinate relations, organizational-environmental relations, and many others, as criterion for good and bad. For these reasons, it is necessary to emphasize values and preserve them as they have to be improved (Yılmaz, 2006).

The impact of globalization on societies is increasing rapidly. This affects the values of society in a positive or negative direction. There is a rapid transformation in spiritual, moral and humanitarian values of the societies. New generations should be able to understand this transformation and analyze it in terms of their own values and establish the necessary adjustment mechanisms so that they can be protected from the negative effects of transformation of values.

On the other hand, they should be able to adapt their positive aspects to their own values. The 18th National Education Council gathered on the subject of values education and voiced the significance of value education for our country and suggested that values education should be included in teaching programs. Some of the decisions taken by the council are (MEB, 2010):

(1) Decision 3. In curriculums, priority should be given to the approaches that will raise awareness by considering national and universal values instead of value transfer in value education.
(2) Decision 31. Teachers should be instructed in value education by emphasizing that value is a preference and that societies consist of people with similar preferences.
(3) Decision 32. All programs that train teachers should include a course on values education and values education should also be included in service trainings of teachers in the system.

The values that prospective teachers have will be transferred to the students and will also affect their relations with their colleagues at the future. It is significant to determine the values, which are crucial notions in terms of the teaching profession and the factors that affect these values and include them in vocational and in service trainings. However, there are few studies studying values for the teaching profession in literature. This research differs from other researches by being the first research in Turkey on professional values of teacher candidates.

The concept of professional values for teaching profession

Professional is a person who chooses a topic as a profession, specializes in this subject, and who has won his life with the knowledge and experience in that area. Being professional requires having some value unique to the profession. Values affect the perceptions of the individual and guide their behavior. The values adopted and acquired by the profession ensure the development of standards. Professional values of teacher candidates need to be determined and standardized. Because if they have these values determined by the teachers, then they can transfer these values to the students.

When the literature is analyzed, it is noteworthy that the values related to work or occupation is considered with the concept of "work values". Work values are generally defined and classified without being specific to any occupation. When the definitions about the concept of the work values are examined in the literature, it is emphasized that the work values are related to the beliefs and attitudes in regard to the occupation.

Among the researchers suggesting this view, Super (1969) defines work values as beliefs or attitudes about the individual's job choice, job learning, or commitment to the job (Liu and Lei, 2012). Any definition of professional value, which includes the value as phenomenon, which was tried to be defined in the introduction, has not been found in the educational sciences literature. However, there are academic studies on values for the teaching

profession (Albayrak, 2015: Şimşek and Erdem, 2016; Tunca, 2012).

Apart from the field of educational sciences, it is seen that Professional Values Scale of Nurses was developed (Göriş et al., 2014; Orak and Alpar, 2012). The studies on values in Turkey in the field of educational sciences are given below: (Albayrak, 2015; Akkiprik, 2007; Aktepe and Yel, 2009; Balcı and Yelken, 2010; Can, 2008; Çengelci, 2010; Çetin, 2016; Doğanay and Sarı, 2004; Deveci and Dal, 2007; Demir and Demirhan, 2007; Evin and Kafadar, 2004; Ercan, 2001; Fidan, 2009; Kuş, 2009; Tokdemir, 2007; Tunca, 2012).

Prospective teacher need at least as much knowledge as to gain value and attitude towards the profession. Because research shows that students are influenced by the attitudes and behaviors of the teacher (Çetin, 2006). There are very few studies in the literature investigating values for the teaching profession. It is crucial to determine the perceived values of the prospective teachers, who will provide humanitarian, moral, social, cultural and democratic values in our schools, and identify the necessary studies and measures to be taken within the scope of this determination.

The aim of this study, which is expected to contribute to the teacher training system, is to develop a valid reliable scale aimed at measuring the perceived values of primary school prospective teachers. In this way, the factors that define the professional values of teacher candidates was tried to be determined.

METHODOLOGY

Research model

In this research, which is aimed to develop the "Perceived Value Scale in regard to Teaching Profession of Prospective Teachers", the screening model was used. Screening models are research approaches that aim to describe the past or present situation as it exists. Quantitative and qualitative methods were used together in the collection of research data. Quantitative data were collected with the scale to be developed, while qualitative data were collected with the compositions.

Study group

The universe of the study consists of the elementary education departments of all education faculties in Western Black Sea region. Samples of the study consist of the third and fourth year students of the Kastamonu University Faculty of Education, Elementary School, Mathematics Teaching, School Teaching, Science Teaching and Social Studies Teaching departments, and they were selected by the purposive sampling method. The survey was administered to 491 students.

Composition of data collection tools

A three-part questionnaire was prepared to collect the data. The first part of the questionnaire is composed of "Demographic Characteristics" and the second part is composed of the prospective teachers' "Value Perceptions Scale for the Teaching Profession of Teacher Candidates", which developed by the researcher.

In order to determine the demographic characteristics, the researcher asked questions to the prospective teachers such as gender, social class, department, income level of the family and the reasons for choosing teaching profession. The collected data has been transferred to the IBM-SPSS 21 packaged software. A content analysis technique was used to analyze the qualitative data. The reason for the use of content analysis is that similar data can be put together in the framework of specific concepts and themes so that it can be regulated (Yıldırım and Şimşek, 2013).

"The Perceived Value Scale of Prospective Teachers In Terms of Teaching Profession" has been prepared taking into account the local and international literature. First of all, 66 value items have been revealed by considering the literature. Then, in terms of the basis for the formation of questionnaires, 40 teachers and 70 students wrote essays, in which "What might be the values of the teaching profession, which guide the teacher when he fulfills his professional duties (educational activities) and determine the character of the teacher? Can you rank these values in terms of concept, teacher behavior or explanation?" open-ended questions were asked.

As a result of analysing the essays, nine values were collected, which is different from the values collected in the literature. These values are: being moral, respecting religious values, being disciplined (authoritarian), empathizing, being trustworthy, being idealistic, being self-confident, being sincere not being prejudiced. As a result, a pool of values consisting of a total of 75 values was created based on the essays and the literature. Afterwards, a total of 337 teachers and students were asked to select the most important 20 values, specific to the teaching profession, from the 75 values collected from the essays and literature. As a consequence, the most significant 20 teaching profession values are listed below:

(1) Being moral
(2) Being patriotic
(3) Empathizing
(4) Being honest
(5) Respect to the republic
(6) Love of profession
(7) Being understanding
(8) Respect to National values (Our history, language, religion, independence)
(9) Being trustworthy
(10) Being open to learning
(11) Being patient
(12) Being open-minded
(13) Being responsible
(14) Being sensitive to National symbols (national anthem, flag and national feast)
(15) Self-confidence
(16) Respect to human rights and freedom
(17) Considering individual differences
(18) Equality and justice
(19) Value of family
(20) Value of family

The 10 values having the highest frequency from these are taken into account in the formation of scale items. A total of 64 scale items were prepared for these 10 values. After this step, expert opinions on items were consulted.

FINDINGS

After consulting expert opinions, the questionnaires were passed to the implementation stage so that the last stage of the scale
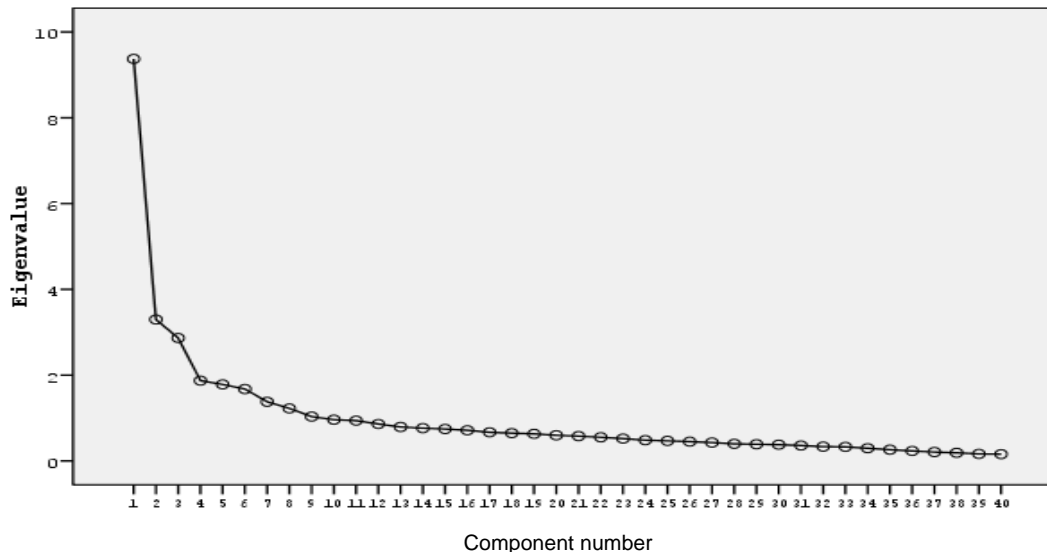
Figure 1. Component number.

development could be analyzed for validity and reliability. A pilot implementation was made to 538 prospective teachers for the development of the "Perceived Value Scale in terms of Teaching Profession".

However, poorly answered, excessively blanked or some unanswered questionnaires were not analyzed. The data from the remaining 491 questionnaires were analyzed. The criterions given by Tabachnick and Fidell (2007) for factor analysis were taken into account. According to these criterions, 300 people are considered "good", 500 people are "very good" and 1000 people are considered "excellent" for factor analysis. The data collected from the prospective teachers were scored as 1, 2, 3, 4, 5 in the form of "Strongly Disagree", "Disagree Somewhat", "Agree Somewhat", "Agree", "Strongly Agree" and they are transferred to the computer through the SPSS software.

After transferring the data stack to the computer, the factor structure of the scale consisting of 64 items was tried to be determined. The results of the Kaiser-Meyer Olkin (KMO) sample and then the Bartlett's test of sphericity were analysed to determine the suitability of the data for factor analysis. After determining the suitability of the results, the factor structure was determined using the Principal Component Analysis.

When the results of the Bartlett's test of sphericity are examined, it is seen that the results collected are significant ($x^2_{(2016)}$ =11704,315, p<.01). The result shows that there is a high correlation between the variables, in other words, the data set is suitable for the analysis of key components (Kalaycı, 2006). In the process of factor analysis, it was decided by the percentage of total variation method, which acknowledges that the number of factors was reached maximum when the contribution to the total variation of each additional factor fell below 5% (Kalaycı, 2006; Dunteman, 1989; from Kalaycı, 2006).

The Cronbach's Alpha index and total correlations of the items were calculated from the data collected from the questionnaire. In this direction, when the total correlations of the items in the scale were evaluated, items 1-3-4-9-10-14-19-24-26-28-36-39-47 and 57, which are below 0.25 and have negative values (Büyüköztürk 2007), removed from the scale. In addition to this, KMO (Kaiser-Meyer-Orkin) sample suitability test and Bartlett's test were performed. The suitability of the Kaiser-Meyer Olkin (KMO) sample

was found as 0.847. Therefore, it is possible to evaluate that the sample size is "very good" in order to perform factor analysis (Hutcheson and Sofroniou,1999; Field, 2009).

Varimax vertical rotation method was used to determine independent sub factors of the scale.. The lower cut-off point of the factor loads is taken as 0.45. In the first analysis, factors of scale were released. In the second analysis, the scale factor number was determined to be eight and reanalyzed.

In this analysis, the factors 6-7-11-29-37-40-48-53-54 and 58, which are below factor load of 0.45, removed from the scale as a result of repeated analyses to obtain the final result. It was determined that the scale of 8 factors and 40 items explained 58.674% of the total variance and the factor loads of the items were found between 0.47 and 0.86.

In addition to this, in order to analyse the collected results altogether, results in regard to analysis of key components, common factor variance, varimax factor loads, eigenvalue, explained factor variance values, Cronbach alpha value for reliability analysis and total item correlation of items in relation to each other and T values for substance distinguish are given in Figure1.

It is thought that the 40 items collected as a result of factor analysis explained the 8 structures of perceived values of prospective teachers in regard to teaching profession;

(1) Being moral and honest
(2) Patriotism
(3) Empathizing
(4) Respect to the republic
(5) Love of profession and and being open to learning
(6) Being understanding
(7) Being patient
(8) Respect to National values (History, religion, language, independence)

Cronbach Alpha internal consistency indexes were calculated to determine the reliability of the scale. The internal consistency index (Cronbach Alpha) of the scale was found as .899. The sub factors were found as .71 and above. These findings, According to Kalaycı, (2006, p.405), scale is quite reliable if 0.60 ≤ α ≤ 0.80, highly

reliable if 0.80 ≤ α ≤1.00, thus, the results indicate that the scale is highly reliable.

The item total correlations for each sub-factor, which was determined as eight factors, were found between 0.373 to 0.545 for factor one, factor two for 0.601 to 0.775; 0.385 to 0.648 for factor three, 0.683 to 0.830 for factor four, 0.421 to 0.564 for factor five, 0.446 to 0.720 for factor six, 0.541 to 0.719 for factor seven, 0.507 to 0.668 for factor eight, respectively.

According to Kalaycı (2006), the fact that the item-total correlations are not negative and greater than 0.25, is sufficient to ensure the principle additivity of the scale. Moreover, in the pilot implementation, the answers given by the upper 27% and lower 27% groups to each item were compared with the unrelated t test. The validity and reliability analysis values, collected after the items of the scale were extracted, are given in Table1.

As a result of the factor analysis of the scale -which will enable the determination of the level of possessing professional values of elementary school teacher candidates- an eight-dimensional structure, which explains 58.67% of the variance and consists of 40 items emerged and its each dimension called: "Being moral and honest, Patriotism, Empathising, Respect to the Republic, Love of profession and Being Open To Learning, Being Understanding, Being Patient and Respect to National Values (History, Religion, Language, Independence)".

The internal consistency index of the scale was found as 0.89. The obtained factors differ from similar studies (Albayrak, 2015; Aktepe and Yel, 2009; Balcı and Yelken 2010; Çubukçu et al., 2016; Şimşek and Erdem, 2016; Tunca, 2012). The reason of it is the method used to determine the values. Also this research differs from other researches by being the first research in Turkey on professional values of teacher candidates.

RESULTS AND DISCUSSION

In this study, a "five-point Likert-type Perceived Value Scale in terms of the Teaching Profession of Prospective Teachers" was developed to be used to determine the perceived value of prospective teachers in terms of the teaching profession.

At the beginning, the experiment scale consisting of 64 items was applied to 491 primary school prospective teachers and as a result of this analysis, 24 items of scale were extracted and a total of 40 items scale was collected. From the items related to perceived values of prospective teachers in terms of the teaching profession such as "Being moral and honest", "Patriotism", "Empathizing", "Respect to the Republic", "Love of profession and being open to learning", "Being Understanding", "Being Patient", "Respect to National Values (History, religion, language, independence)" reflect eight dimensions.

In the scope of the research, the most important 10 of the 75 professional values determined by literature search and teacher / teacher candidate compositions are seen in the following researches respectively. The value of Being Moral was included in the research as a theme, not as a value (Rokeach, 1973; Lickona, 1991; Güngör, 2000; Köylü, 2016).

"The value of Being Patriotic is mostly seen under national values in studies conducted in Turkey (Ercan, 2001; Evin and Kafadar, 2004; Balcı and Yelken, 2010;

Tunca, 2012). The value of Empathizing was not found in the literature. According to Cooper (2002), teachers who can not empathize cause their motivation to disappear by concentrating all the group, subject and curriculum to a considerable extent neglecting the feelings of the students. The values of Being Honest value is shown in basic and ethical values (Rokeach, 1973; Lickona, 1991; Ketenci, 1997; Schwartz, 2000; Aktepe and Yel, 2009; Balcı and Yelken, 2010; Tunca, 2012; Gibbs and Earley, 1994).

The value of Respect to the Republic is classified under national values (Ercan, 2001; Evin and Kafadar, 2004). The value of Love of profession is classified as a value by researchers working on professional value as a value specific to teaching profession (Çubukçu et al., 2016; Şimşek and Erdem, 2016; Tunca, 2012).

The value of Being Understanding was not found in the field. The value of Respect to National Values is classified under national values (Ercan, 2001; Evin and Kafadar, 2004; Ketenci, 1997). The value of Being Trustworthy; One of the value types collected under the "universal values" in the Apsen Conference is trustworthy (Akin et al., 1995).

The value of being open to learning is determined by Tunca (2012) as a teaching profession value. Among the 10 most important values used in preparing scales, the values of "being moral, empathizing and being understanding" are the values obtained by the researcher with compositions. One of the important results of the research is that these new values are gained in literature. From these values, the value of "Being Moral" was regarded as the most necessary professional value by teacher and teacher candidates taking the first order in the order. However, it is not included in list of national and universal values. Its reason may be explained with the fact that morality concept is perceived differently in our country than western societies

In the study of Şimşek and Erdem (2016), similarly high points were given for values of being patriot, being open for learning and being honest by teacher candidates. Determination of professional value possession statuses of teacher candidates will clear the precautions to be taken for elimination of problems in programs of teacher training. There is no measurement tool to determine professional value levels of teacher candidates in the literature. It may be suggested that the developed scale will have an important contribution in terms of compensating such a requirement.

In the future, the scale may be verified by being applied to a different primary school teacher candidate group, or a similar scale development study may be conducted for secondary school teachers/teacher candidates as well. Studies may be conducted relating to acquirement of obtained values. Performing validity and reliability studies in different uses of the "forms of perception of the teaching profession" scale will help the measurement tools to achieve a more valid and reliable structure. In

Table 1. Validity-reliability analysis values of perceived value scale in terms of teaching profession.

Factors	Common factor variance	Varimax factor loads	Item total correlation	Eigenvalue	Factor explained variance (%)	Cronbach Alpha	t values
Factor 1: Being moral and honest		-		.0.839	7.098	0712	-
2. He should always address his students with respect	0.619	0.773	0.545	-	-	-	-9.655
5. He should be delicate about students' right of privacy	0.654	0.759	0.485	-	-	-	-7.691
8.He should perform in regard to curriculum	0.702	0.755	0.373	-	-	-	-9.657
23. he should keep his promises	0.678	0.751	0.487	-	-	-	-7.14
25. Even if he is not sick, he can receive report and tell school administration that he is sick	0.647	0.750	0.443	-	-	-	-7.167
27. He can try to fool his students	0.663	0.746	0.487	-	-	-	-6.634
Factor 2: Patriotism		-		2.321	5.802	0.832	-
12.He should use teaching materials and other assets cautiously	0.787	0.844	0.746	-	-	-	-6.901
13. He should use the resources of the school efficiently	0.778	0.850	0.775	-	-	-	-7.01
15. He should use the time of a lesson efficiently	0.665	0.760	0.601	-	-	-	-7.786
Factor 3: Empathising	-	-	-	2.904	7.260	0.756	-
16. He should be able to understand the feelings of students excluded by their friends	0.681	0.747	0.578	-	-	-	-8.326
17. He should be able to understand the feelings of students who behave negatively	0.717	0.793	0.648	-	-	-	-10.898
18. He should be able to read the feelings of his students	0.426	0.518	0.459	-	-	-	-11.703
20. By empathizing himself with him, he should apologize to his student for making mistakes	0.511	0.672	0.487	-	-	-	-8.054
21. He should make feel that he understands the feelings and thoughts of his students.	0.512	0.505	0.548	-	-	-	-10.601
22. He should be able to understand the feelings of the parents, whose child gets low grades	0.314	0.469	0.385	-	-	-	-8.865
Factor 4: Respect to the republic	-	-	-	3.848	9.620	0.910	-
30. He should mention the prominent people who took part in the foundation of the Republic	0.748	0.831	0.778	-	-	-	-10.025
31. He should read books on the founding of the Republic, principles and reforms	0.793	0.859	0.823	-	-	-	-10.957
32. He should be mindful of educating students who absorb values, principles and revolutions that are important in the foundation of the Republic	0.810	0.864	0.830	-	-	-	-9.651
33. He should follow the contemporary and scientific path	0.630	0.732	0.683				-8.781
34. He should participate in foundation / founders of the Republic themed events	0.761	0.830	0.790	-	-	-	-10.717
Factor 5: Love of profession and being open to learning		-		2.279	5.698	0.715	-
35. He should be willing to come to the school	0.619	0.723	0.543	-	-	-	-8.588
38. He should be beneficial to do society by doing his job well.	0.520	0.662	0.507	-	-	-	-7.411

Table 1. Contd.

55. He should follow the advances in science and technology	0.633	0.695	0.564	-	-	-	-8.474
56. He should be open to life-long learning	0.99	0.687	0.421	-	-	-	-7.124
Factor 6: Being understanding	-	-	-	3.489	8.723	0.827	-
41. He should spend more time for inclusive students	0.415	0.595	0.446	-	-	-	-8.946
42. He should support students during their difficult times	0.722	0.800	0.704	-	-	-	-11.531
43. He should try to find out whether the students need support	0.706	0.772	0.720	-	-	-	-7.656
44. He should try to understand the reasons behind the behavioral disorders of the students	0.685	0.737	0.716	-	-	-	-12.865
45. He should cooperate with the parents to get to know / understand the students better	0.535	0.565	0.605	-	-	-	-11.642
46. He should try to find solutions by listening to the problems of the students	0.419	0.568	0,503	-	-	-	-10.585
Factor 7: Being patient	-	-	-	2.608	6.519	0.795	-
49. He should listen to the dreams of young students curiously	0.654	0.713	0.621	-	-	-	-11.064
50. He should be patient with students	0.641	0.565	0.638	-	-	-	-9.734
51. He should be patient to gain students with behavioral disorders	0.739	0.775	0.719	-		-	-9.701
52. He should work under difficult conditions patiently	0.572	0.713	0.541	-	-	-	-9.987
Factor 8: Respect to national values (History, religion, language, independence)	-	-	-	3.182	7.955	0.789	-
59. He should speak / write Turkish correctly	0.501	0.595	0.507	-	-	-	-7.124
60. Whatever his branch, he must have national history knowledge and awareness	0.574	0.684	0.568	-	-	-	-7.803
61. He should pay attention to national day and week programs	0.679	0.719	0.668	-	-	-	-10.845
62. He should celebrate the students on religious holidays	0.530	0.660	0.507	-	-	-	-7.787
63. He should definitely see historical places such as Çanakkale Martyrs' Memorial, Anıtkabir, Topkapı Palace	0.556	0.663	0.559	-	-	-	-7.372
64. He should support national arts and sports activities	0.566	0.650	0.591	-	-	-	-8.095

*All "t" values are significant at the level of 0.001.Varimax rotation basic components factor analysis.

addition to this, it may be necessary to reanalyze the validity and reliability before studying with groups other than teachers/teachers candidate.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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