



An Investigation of the Relationship between Prospective teachers' Self-Efficacy Beliefs and their Attitudes towards Teaching Profession

Öznur ATAŞ AKDEMİR¹

¹PhD Faculty Member, Fırat University, Faculty of Education, Elazığ, Turkey



Abstract

The purpose of this research is to determine the relationship between prospective teachers' self-efficacy beliefs and their attitudes towards the teaching profession. Correlational research model was used in this research. 312 students studying in different departments of Ağrı İbrahim Çeçen University Faculty of Education participated in the research. The research data were collected by the Teacher Self-efficacy Beliefs Scale and Attitude Scale towards Teaching Profession. In the analysis of the data, arithmetic mean, standard deviation, Pearson product moment correlation analysis and multiple regression analysis methods were applied. The results of the analysis revealed that the self-efficacy beliefs of the prospective teachers were at the level of definitely believing and attitudes towards the teaching profession were mostly in agreement. Prospective teachers were found to have higher self-efficacy beliefs in terms of positive classroom environment and lower self-efficacy belief in academic development. There was a significant positive correlation between the self-efficacy beliefs of prospective teachers and their attitudes towards the teaching profession. Furthermore, it has been reached as a result that the planning and learning development dimension of self-efficacy beliefs is a significant predictor of prospective teachers' attitudes towards the teaching profession.

Keywords: Self-efficacy, Attitude towards teaching profession, Prospective teachers.

Citation | Öznur ATAŞ AKDEMİR (2018). An Investigation of the Relationship between Prospective teachers' Self-Efficacy Beliefs and their Attitudes towards Teaching Profession. *Journal of Education and e-Learning Research*, 5(3): 157-164.

History:

Received: 12 March 2018

Revised: 26 June 2018

Accepted: 3 August 2018

Published: 9 October 2018

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Publisher: Asian Online Journal Publishing Group

Funding: This study received no specific financial support.

Competing Interests: The author declares that there are no conflicts of interests regarding the publication of this paper.

Transparency: The author confirms that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

Ethical: This study follows all ethical practices during writing.

Contents

1. Introduction	158
2. Method	159
3. Findings	160
4. Discussions / Results and Suggestions	161
References	163

1. Introduction

As the world encounters differences in several issues, the qualities that individuals must possess also changes. It is possible that educational institutions can acquire the qualities that individuals desire, by operating all parts of education system appropriately. Teacher, student, manager, supervisor, school, environment and family constitute these parts. Teacher plays a major role in ensuring that the education system which consists of these parts is qualified and productive. Teachers are giving new behaviors to students through the education programs. Depending on the characteristics of these behaviors, teachers should develop the professional knowledge and skills they should possess (Kahyaoglu and Yangin, 2007; Şahin, 2010). The prospective teachers receive during the nomination period is of great importance in the formation and development of these skills. Prospective teachers' personal perceptions and judgments in terms of professional knowledge, skills and experiences play an active role in overcoming the pedagogical difficulties they will face in their professional lives. Self-efficacy beliefs are defined by concept of prospective teachers' sense of self-efficacy in terms of professional knowledge and skills (Özdemir, 2008).

One of the most significant current discussions in educational sciences is prospective teachers' self-efficacy beliefs (Celep, 2000; Aşkar and Umay, 2001; Savran and Çakiroğlu, 2001; Akkoyunlu and Kurbanoglu, 2003; Morgil et al., 2004; Altuncekic et al., 2005; Çakiroğlu et al., 2005; Akbas and Celikkaleli, 2006; Özenoğlu-Kiremit, 2006; Ready-Bikmaz, 2006; True et al., 2006; Usluel, 2006; Özbeş et al., 2007; Eryenen, 2008; Özdemir, 2008; Öksüzoglu, 2009; Azar, 2010; Gürol et al., 2010; Şahin and Hciomeroglu, 2010; Külekçi, 2011; Smolleck and Mongan, 2011; Aksou et al., 2012; Lin and Liang, 2012; Oğuz, 2012; Soprano and Yang, 2012; Ülper and Bağci, 2012). It has been seen that most studies conducted on this topic have only been carried out in special content knowledge competencies such as science, biology, mathematics, computer. Few studies have been conducted on prospective teachers' self-efficacy beliefs (Ekici, 2008; Uysal and Kösemen, 2013). Thus, it is thought that there is a need for more studies conducted on prospective teachers' self-efficacy beliefs.

Recent researches have found out that there are some certain factors that affect self-efficacy beliefs. These factors are academic achievement (Eryenen, 2008; Yilmaz et al., 2012; Dennis, 2013; Owens-Twaites, 2013) hope and anxiety (Kemer, 2006) epistemological beliefs (Gürol et al., 2010) and life purposes (Aydiner, 2011). Additionally, recent studies (Çakır et al., 2006; Çapri and Celikkaleli, 2008; Çaycı, 2011; Demirtas et al., 2011; Kutlu and Gökdere, 2012) have shown that there is a relationship between self-efficacy beliefs and attitudes towards the teaching profession. However, these recent studies have paid their attention to determine the level of the relationship between these variables but they haven't paid any attention to determine the strength of the relationship. In other words, no previous study has investigated the topic. Therefore, this study aims at finding out the level and strength of the relationship between self-efficacy beliefs and attitudes towards the teaching profession which are key concepts affecting the teachers' quality in the educational sciences.

1.1. Self-Efficacy Beliefs

Self-efficacy belief is one of the concepts that Albert Bandura highlights as a foundation for his Social Learning Theory (1982). According to Bandura, self-efficacy belief is related to competence or chances of successfully accomplishing a task that is needed to overcome the contingencies.

No matter how wrong or right are these beliefs, they affect the choices of activities and regulation of environment. People avoid carrying out duties which they believe that these duties place great demands on them but the ones who can judge their management competence perform and achieve these duties.

Self-efficacy belief is not a fixed notion or simply knowing what to do. Self-efficacy belief includes productive capacity including social, cognitive, behavioural abilities, which must be organized to serve numerous purposes. Self-efficacy belief also determines how hard they try and how long they stand against difficulties. If the person has worries about his/her capacity in difficult times, he/she can decrease his/her efforts and give up performing the task. On the other hand, person who has absolute confidence in his/her capacity try hard when he/she face with difficulties and he/she can be more ambiguous to cope with these difficulties (Bandura, 1982). Also, self-efficacy does not mean being talented but it means the belief that people believe in their own resources. A talented person who faces with difficulties can not use his/her abilities if he/she has a low sense of efficacy. Person with high efficacy beliefs attributes failure to choosing wrong methods and strategies rather than his/her own deficiencies. High self-efficacy brings beliefs personal development, success, various skills and well-being in its wake (Yıldırım and İlhan, 2010). According to Özdemir (2008) teachers' and prospective teachers' self-efficacy belief related to teaching process is one of the important factors that gives them a hand to solve the problem related to classroom management, plan, apply and assess the teaching process, make students successful and motivated.

According to Bandura (1997) self-efficacy belief has an important role in life and it depends on four sources that are interrelated. These sources can be summarized as follows:

1)Mastery experiences: Performing a task successfully can be counted as a reward for a person and it affects his performance of the following task in a positive way. Additionally, these experiences are directly related to his own experiences.

2)Emotional states: The emotional and physiological state a person is in affects the possibility of committing to perform the task.

3)Vicarious experience: Observing the other people's success has a positive effect on a person's belief related to his/her own success.

4)Verbal persuasion: When other people encourage and convince a person to perform a task, this person tends to believe that he/she is able to perform the task and it also increases his/her sense of self-efficacy.

The sources which are mentioned above contribute to the development of self-efficacy beliefs. These sources have both positive and negative effects on development of self-efficacy beliefs in people's life. For example, when the people observe the others' failure as vicarious experience, it makes the person believe that he/she will fail.

1.2. Attitude towards Teaching Profession

Teacher as one of the key elements of education system takes important responsibility of educating qualified people according to the necessities of the time. In order to fulfill these responsibilities and increase the quality of education system, teachers should have positive attitude towards teaching profession before starting their professional career and they should have affective domain competency (Karadağ, 2012).

Attitude can be defined as complex mental state including personal behaviours. Attitude towards profession means people's emotion, behaviours and vocational commitment related to their own professions (Hussain et al., 2011). Teachers' attitude towards teaching profession is related to their belief that they should love their professions, commit themselves to it, have awareness of their professions' necessity and importance for the society and constantly develop themselves by force of their professions. Positive or negative attitudes towards these topics have important effects on prospective teachers' code of professional conduct. For this reason, students' learning experiences, should be organized in a way that make them have positive attitudes towards teaching profession (Coşkun, 2011; Özkan, 2012). If a teacher who has positive attitude towards teaching profession is committed to his/her profession, performance of this teacher will be better; and s/he will be more productive (Hussain et al., 2011). In this context, prospective teachers who get down to teaching profession have positive attitude towards teaching, positive values and perceptions which can be seen as determinant of the success in their professional life (Karadağ, 2012). During the vocational education, people get trained to determine their vocational behaviours related to their future professions. Vocational behaviours of the teachers can be more effective by the help of the emotion, information, and skills that are aimed to be taught to the students in teacher training programs. If the prospective teachers want to do what is necessary for their profession and be successful in their professional life, they should have positive attitude towards teaching profession. These positive attitudes direct the prospective teachers' expectations related to their professions and increase their motivation. Additionally, it helps prospective teachers learn knowledge, skills and values related to teaching professions (Üstüner, 2006; Karadağ, 2012).

There are some studies conducted on the prospective teachers' attitudes towards teaching professions with the participation of prospective teachers from different fields (Aşkar and Erden, 1986; Gürbüztürk and Genç, 2004; Oral, 2004; Saban et al., 2004; İşik et al., 2005; Kaya and Büyükkasap, 2005; Akpinar et al., 2006; Aslan and Ayol, 2006; Bulut and Doğar, 2006; Kahyaoglu and Yangin, 2007; Tanel et al., 2007; Baykara-Pehlivan, 2008; Bedel, 2008; Çapri and Çelikkaleli, 2008; Oğuz and Topkaya, 2008; Temizkan, 2008; Bulut, 2009; Çetinkaya, 2009; Üstüner et al., 2009; Can, 2010; Coşkun, 2011; Tekerek and Polat, 2011; Bektaş and Nalçacı, 2012; Karadağ, 2012; Open and Kolomuç, 2012; Caglar, 2013). These studies reveal that prospective teachers have positive attitudes towards teaching profession.

Some of the studies conducted on the prospective teachers' attitudes towards teaching profession reveal that prospective teachers do not have positive attitudes towards teaching profession (Osunde and Izevbogie, 2006; Hussain et al., 2011; Kahyaoglu et al., 2013). In the research which (Osunde and Izevbogie, 2006) conducted in Nigeria with the participation of 400 middle-school teachers revealed that irregularity in wage (delay in payment of wages), low wage, weak physical environment, despair in promotion and recession affect the teachers' attitude towards their own profession.

In Hussain et al. (2011) which examined 120 middle-school teachers' attitude towards their profession, it was found that most of the teachers don't have positive attitude towards their own professions, and female teachers have more positive attitude towards their professions when compared with male teachers. Also, they reveal that teachers who work in public schools are more committed to their professions when compared with the teachers who work in private schools. Similarly, teachers who work in rural areas are more committed to teaching professions when compared with the teachers who work in urban. In their studies conducted on prospective teachers' learning styles and attitudes towards teaching professions, Kahyaoglu et al. (2013) find that prospective teachers' attitudes towards their profession are in the low degree. The main reason of that situation is that prospective teachers who prefer this profession are averse to teaching profession or they prefer it without knowing it exactly.

It is pointless to expect that a pre-service teacher who has low self-efficacy related to necessities cannot try hard to be successful in their teaching profession. In parallel with it, a pre-service teacher who has low self-efficacy can't develop a positive attitude towards the teaching profession. For this reason, the courses which taken by prospective teachers should include courses that enable them develop positive attitude towards the teaching profession and reach professional competence. It can be said that prospective teachers who have positive attitudes towards their profession will love teaching profession and try to fulfill the necessities of this profession (Demirtas et al., 2011). It can be claimed that prospective teachers who have positive attitudes towards their profession and high self-efficacy will make important contributions to education system of their country.

The present research is conducted to determine the relationship between teacher self-efficacy beliefs of the prospective teachers and their attitudes towards the teaching profession. This research aimed at seeking answers to the following research questions:

- 1.What are prospective teachers' self-efficacy beliefs and attitudes towards the teaching profession?
- 2.Is there a significant relationship between the self-efficacy beliefs perceived by prospective teachers and the attitude towards the teaching profession?
- 3.Are the dimensions of self-efficacy beliefs of prospective teachers a significant predictor of their planning and learning development, positive classroom setting, effective learning-teaching process, perceptions of individual differences and academic development, attitudes towards the teaching profession?

2. Method

2.1. Research Model

The present research is designed in a correlational survey model to determine the relationship between prospective teachers' self-efficacy beliefs and their attitudes towards the teaching profession.

2.2. Participants

The study was conducted in the fall semester of 2017-2018 academic year, with 312 prospective teachers who study in different departments of Ağrı İbrahim Çeçen University Faculty of Education. Of all the prospective teachers who participated in the study 210 (67.3 %) prospective teachers are female and 120 (32.7 %) prospective teachers are male. When the prospective teachers' distribution are analyzed according to the department of them, it is seen that there are 59 prospective teachers (18.9 %) who study in the Department of Elementary School Mathematics Teaching, 25 prospective teachers (8.0 %) studying in the Department of Fine Arts Teaching, 54 prospective teachers (17.3 %) studying in the Department of Psychological Counseling and Guidance, 63 prospective teachers (20.2 %) studying in the Department of Elementary Education, 59 prospective teachers (18.9 %) studying in the Department of Social Sciences Teaching, 52 prospective teachers (16.7 %) studying in the Department of Turkish Language Teaching.

2.3. Data Collection Tools

In the present research, "Teacher Self-Efficacy Beliefs Scale" (TSEBS) developed by Dellinger *et al.* (2008) and adapted to Turkish by Taskin and Hciomeroglu (2010) and "Attitude towards Teaching Profession Scale" (ATPS) developed by Üstüner (2006) are used as data collection tools. Teacher Self-Efficacy Beliefs Scale (TSEBS) is composed of 29 items with four Likert-type grades and five dimensions namely planning and enhancing learning, creating positive classroom setting, effective learning-teaching process, individual differences and academic development. The articles in the scale organized as, (1) "don't believe", (2) "believe to some degree", (3) "believe", (4) "absolutely believe". In the exploratory factor analysis made by Taskin and Hciomeroglu (2010) to determine the construct validity of the scale, it is stated that all the dimensions represents 56.66 % of total variance.

In the reliability analysis conducted by Taskin and Hciomeroglu (2010) the Cronbach alpha reliability coefficient was found 0.95, the Cronbach alpha reliability that belongs to dimensions were 0.89 for planning and enhancing learning, 0.86 for positive classroom setting, 0.84 for effective learning teaching, 0.78 for individual differences and 0.73 for academic achievement. On the other hand, in the reliability analysis conducted by the researchers, the Cronbach alpha reliability coefficient was 0.96, the Cronbach alpha reliability coefficients were 0.88 for planning and enhancing learning, 0.89 for creating positive classroom setting, 0.85 for effective learning teaching process, 0.74 for individual differences and 0.79 for academic achievement.

"Attitude towards Teaching Profession Scale" (ATPS), a five-point Likert-type scale, has 34 items in one-dimensional measure construct. The articles in the scale organized as, (1) "absolutely disagree", (2) "partly agree", (3) "agree to some degree", (4) "mostly agree" (5) "absolutely agree". In the exploratory factor analysis conducted to determine the construct validity of the scale, the variance of the scale is determined as 30 %. In the reliability analysis made by Üstüner (2006) the Cronbach alpha reliability coefficient is determined as 0.93. Similarly, in the reliability analysis conducted by the researchers, the Cronbach alpha reliability coefficient is determined as 0.94.

2.4. Data Analysis

Statistical analysis of the data is conducted by SPSS. The Pearson product moment correlation analysis is used to determine the relationships between these dimensions and the arithmetic mean, standard deviation analysis to determine the attitudes of prospective teachers to the self-efficacy beliefs and teaching profession, and multiple regression analysis is used to investigate the predictive attitudes of prospective teachers towards self-efficacy beliefs. Taskin and Hciomeroglu (2010) determine the score intervals of "Teacher Self-Efficacy Beliefs Scale" (TSEBS) as follows: 1.00-1.75 Don't believe; 1.76-2.50 "Believe to some degree"; 2.51-3.25 "Believe"; 3.26-4.00 "Absolutely believe". On the other hand, Üstüner (2006) uses following score intervals to interpret and grade the weighted mean scores gathered from "Attitude towards Teaching Profession Scale" (ATPS): 1.00-1.79 "Absolutely disagree"; 1.80-2.59 "Partly agree"; 2.60-3.39 "Agree to some degree"; 3.40-4.19 "Mostly agree" ; 4.20-5.00 "Absolutely agree".

3. Findings

Results of the analysis of data gathered in the study are presented in this section. Findings related to each sub-problems are explained separately by the help of the tables.

3.1. Findings Related to First Sub-Problem

Findings related to prospective teachers' self-efficacy beliefs and attitudes towards the teaching profession are given in the Table 1.

Table-1. Descriptive Analysis of Self-Efficacy Beliefs and Attitudes towards the teaching profession

Factors	\bar{X}	Ss
1.1. Attitudes towards the teaching profession	4.05	.65
2.1. Planning and enhancing learning	3.42	.52
2.2. Creating positive classroom setting	3.50	.54
2.3. Effective learning teaching process	3.46	.52
2.4. Individual differences	3.36	.57
2.5. Academic achievement	3.35	.59
2.6. Total self-efficacy	3.44	.49

According to the findings given in Table 1, prospective teachers' attitude scores towards the teaching profession are found as "mostly agree" ($\bar{X} = 4.05$) choice. Also, their self-efficacy belief scores are found as "absolutely believe" ($\bar{X} = 3.44$). When it is analyzed in terms of dimensions the highest score mean is found as

"creating positive classroom setting" ($r=.350$), the lowest score mean is found as "academic achievement" ($r=.35$).

3.2. Findings Related to Second Sub-Problem

Findings related to relationship between the self-efficacy beliefs perceived by prospective teachers and the attitude towards the teaching profession are shown in the [Table 2](#).

Table-2. Correlation Coefficients of the Self-efficacy Beliefs Perceived by Prospective teachers and the Attitude towards the Teaching Profession

Dimensions	1	2	3	4	5	6	7
1. Planning and enhancing learning	-						
2. Creating positive classroom setting	.87**	-					
3. Effective learning teaching process	.85**	.86**	-				
4. Individual differences	.79**	.78**	.78**	-			
5. Academic achievement	.74**	.74**	.78**	.64**	-		
6. Total self-efficacy	.95**	.94**	.94**	.86**	.85**	-	
7. Attitudes towards the teaching profession	.54**	.48**	.48**	.47**	.38**	.53**	-

**p<.01; *p<.05

According to the findings given in [Table 2](#), a positive, moderate and meaningful relationship has been found between the attitude towards the teaching profession and self-efficacy beliefs ($r=.53$, $p<.01$), planning and enhancing learning ($r=.54$, $p<.01$), positive classroom setting ($r=.48$, $p<.01$), effective learning teaching process ($r=.48$, $p<.01$), individual differences ($r=.47$, $p<.01$), and academic development ($r=.38$, $p<.01$). Additionally, it is seen that there is a positive, high level and meaningful relationship between self-efficacy belief and planning and enhancing learning ($r=.95$, $p<.01$), creating positive classroom setting ($r=.94$, $p<.01$), effective learning teaching process ($r=.94$, $p<.01$), individual differences ($r=.86$, $p<.01$), academic achievement ($r=.85$, $p>.01$). There is a positive, high level and meaningful relationship between self-efficacy belief dimensions planning and enhancing learning with creating positive classroom setting ($r=.87$, $p<.01$), effective learning teaching process ($r=.87$, $p<.01$), individual differences ($r=.79$, $p<.01$), academic achievement ($r=.74$, $p<.01$). Dimension of positive classroom setting has a high level, meaningful and positive relationship with effective learning teaching process ($r=.86$, $p<.01$), individual differences ($r=.78$, $p<.01$), academic achievement ($r=.74$, $p<.01$). There is a positive, high level and meaningful relationship between effective learning teaching process and individual differences ($r=.78$, $p<.01$) and academic achievement ($r=.78$, $p<.01$). A positive, moderate, and significant relationship was found between individual differences and academic achievement ($r=.64$, $p<.01$).

3.3. Findings Related to Third Sub-Problem

Before multiple regression analysis are made, attention is paid to meet the prior conditions. In other words, multiple regression analysis has several assumptions such as multicollinearity, outliers etc. Before performing multiple regression analysis, its assumptions are checked. Sample size is large enough to make multiple regression analysis and multicollinearity is checked. Additionally, in order to check for the outliers, Mahalanobis distances are investigated and outliers are discarded. In order to check multicollinearity, variance inflation factor (VIF) and tolerance value, and CI condition index are checked. After all of these conditions are fulfilled, regression analysis are made.

Regression analysis results related to predicting attitudes towards teaching profession in terms of self-efficacy are given in [Table 3](#).

Table-3. Regression analysis related to predicting attitudes towards teaching profession in terms of self-efficacy

Variable	B	Sh	β	t	p
Constants	1.679	.227	-	7.386	.000
Planning and enhancing learning	.490	.140	.390	3.508	.001*
Creating positive classroom setting	.061	.136	.050	.450	.653
Effective learning teaching process	.084	.144	.066	.582	.561
Individual differences	.143	.098	.126	1.465	.144
Academic achievement	-.089	.089	-.080	-.993	.321

F=23.389, p<.01

R=.539, R²=.290

As seen in the [Table 3](#), the strength of self-efficacy beliefs in planning and enhancing learning, creating positive classroom setting, effective learning-teaching process, individual differences and academic achievement dimensions together with the prospective teachers' attitudes towards the teaching profession are statistically significant ($R=.539$, $p<.01$). All dimensions of self-efficacy belief explain 29% of the total variance in the attitudes of prospective teachers towards the teaching profession. The planning and enhancing learning dimension of self-efficacy belief affects the attitudes of prospective teachers towards the teaching profession in a positive way. Positive classroom setting ($\beta=.050$, $p<.05$), effective learning teaching process ($\beta=.066$, $p<.05$), individual differences ($\beta=.126$, $p<.05$), and academic achievement ($\beta=.080$, $p<.05$) dimensions are not significant predictors of attitudes towards the teaching profession.

4. Discussions /Results and Suggestions

In the present research which is conducted to determine the relationship between prospective teachers' self-efficacy beliefs and their attitudes towards the teaching profession, there are many different results are obtained. According to the result of the research, self-efficacy beliefs of prospective teachers are found at the level of "absolutely believe". When the results are analyzed in terms of dimensions, it is seen that prospective teachers have

the highest level of self-efficacy in the dimension of creating positive classroom setting while they have lowest level of self-efficacy in the dimension of academic achievement. Bandura (1997) states that teachers who have high level of self-efficacy tend to use different teaching methods and their students' motivation is higher than the other teachers' students. It can be said that prospective teachers strongly believe that they will create a classroom including respect and politeness in which their students study collaborately and participate in the process of learning actively. When the studies conducted on that topic is examined, it can be seen that the results of the present study are parallel with the results of the following studies; Oğuz (2012), Ülper and Bağcı (2012), Şahin and Hciomeroglu (2010), Yilmaz *et al.* (2010), Yilmaz and Cokluk-Bokeoglu (2008), Kahyaoglu and Yangin (2007). Oğuz (2012) shows that self-efficacy of pre-service class teachers is at the high level and their self-efficacy beliefs show significant differences according to some variables such as age, class level, being a teacher by the help of KPSS. Ülper and Bağcı (2012) find that pre-service Turkish teachers' self-efficacy is at the good level in their research conducted on pre-service Turkish teachers the self-efficacy perception related to teaching profession. (Şahin and Hciomeroglu, 2010) ectected that self-efficacy beliefs of the prospective teachers is at the "believe" level and it changes according to educational level. In their research conducted in Nevşehir, Yilmaz *et al.* (2010) find that self-efficacy of the physical education teacher is at the high level and there is a significant differences between self-efficacy level of them and gender, martial status, environment in which the instution takes place. In their study conducted on self-efficacy beliefs of elemantary school teachers Yilmaz and Cokluk-Bokeoglu (2008) reveal that teaching competence of teachers is at the "absolutely agree" level and their personal competence is at the "agree to some degree" level. In the study conducted on the vocational self-efficacy of elementary school teachers, Kahyaoglu and Yangin (2007) understand that elementary science teachers who are prospective teachers have highest level of self-efficacy. Additionally, there are other studies which don't support the results of the current research. For example, Kutlu and Gökdere (2012) determine that self-efficacy level of prospective teachers' self efficacy is at the low level by the help of the research conducted on science teachers' attitudes and self-efficacy belief level.

Prospective teachers' attitude scores towards the teaching profession are found as "mostly agree" choice. According to these finding, prospective teachers have positive attitudes towards their own professions. Teachers' developing positive attitude towards their own professions has an important effect on performance (Hussain *et al.*, 2011). So, it can be said that positive attitude is important for the teaching process. The fact that students who will be the teacher in the future love their professions and have positive attitude towards this professions is required to be successful teachers. This finding of the research is in parallel with the results of the following researches: Caglar (2013), Özder *et al.* (2010), Başbay *et al.* (2009), Bulut (2009), Doğan and Çoban (2009), Güneyli and Aslan (2009), Baykara-Pehlivan (2008), Bedel (2008), Çiçek-Sağlam (2008), Tanel *et al.* (2007), Terzi and Tezci (2007), Akpinar *et al.* (2006), Kaya and Büyükkasap (2005), Alsheha (1988) and Al-Houthy (1986). It is revealed that there is a negative attitude towards the teaching profession in the researches conducted on attitudes towards teaching profesion by Kahyaoglu *et al.* (2013), Hussain *et al.* (2011) and Osunde and Izevbige (2006).

A positive, moderate and meaningful relationship has been found between the attitude towards the teaching profession and self-efficacy beliefs, planning and enhancing learning, creating positive classroom setting, effective learning teaching process, individual differences, and academic achievement. According to this finding, the more self-efficacy of the prospective teachers increases, the more their attitudes towards teaching professionals will be positive. Teachers with high self-efficacy beliefs will have more positive feelings and attitudes towards their profession (Dennis, 2013). In their studies conducted on 336 pre-service primary education teachers studying at Amasya University, Kutlu and Gökdere (2012) find that there is a positive and significant relationship between prospective teachers' attitudes towards science teaching and self-efficacy level. In the study conducted on 366 pre-service elemantary teachers studying at Niğde University, Çayci (2011) reveals that there is positive and significant relationship between teaching competence and attitudes towards teaching profession. In their studies conducted on 380 fourth grader studying at İnönü University, Demirtaş, Cömert and Özer find that there is a positive but low level relationship between prospective teachers' self-efficacy perceptions and attitudes towards profession.

According to another finding of the research, the planning and enhancing learning dimension of self-efficacy belief affects the attitudes of prospective teachers towards the teaching profession in a positive way. Studies have shown that self-efficacy belief predicts various variables; and attitudes towards the teaching profession are predicted by different variables (Çayci, 2011; Bektaş and Nalçacı, 2012; Caglar, 2013). Self-efficacy is the predictor of academic performance and self-regulated learning. Owens-Twaites (2013). In the study aiming at determining the relationships between prospective teachers' attitudes towards professions and justice perception, (Caglar, 2013) finds that fair learning environment and perceptions related to collaboration based on respect are the predictors of attitudes towards profession. In their studies conducted on 305 prospective teachers studying at Atatürk University, Faculty of Education, Bektaş and Nalçacı (2012) reveal that personal values of the prospective teachers predict their attitudes towards teaching profeson. According to Çayci (2011) applied teacher training is a significant predictor of self-efficacy beliefs of prospective teachers.

To sum up the results of the research: a) Prospective teachers attitudes towards teaching profession are highly positive. b) Self-efficacy beliefs of prospective teachers are at the high level. c) The highest average score is found in the dimension of creating a positive class environment whereas the lowest average score is found in the academic achievement dimension. d) There is a positive relationship between prospective teachers' attitudes towards teaching profession and their self-efficacy beliefs. e) The planning and enhancing learning dimension of self-efficacy beliefs is a significant predictor of prospective teachers' attitudes towards the teaching profession. In that context, courses that enhance the academic development must be added to the syllabus of the faculty of education and it will increase the prospective teachers' self-efficacy related to academic development. Activities can be organized in order to develop the positive attitudes that necessary for success of prospective teachers and self-efficacy beliefs. These topics which are really important for the teaching professions can be examined in term of pedagogy formation students.

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