

## ATTITUDES OF TEACHER CANDIDATES STUDYING AT TECHNICAL EDUCATION ON ABILITY TO TAKE THE ROLE OF A TEACHER

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### ABSTRACT

In this research, attitudes of teacher candidates ( $N = 583$ ) studying at the Faculty of Technical Education on ability to take general roles of teachers are analyzed with respect to class, gender, educational level of parents, reason to do major at the university, feeling themselves appropriate to the major, seeing themselves adequate, and desire to change the major. In the research, where 5 point likert scale was used, it is designated that at the level that teacher candidates can “absolutely” take general teaching roles, especially in “communication skills” group, they have ( $M = 4,35$ ). It has been observed that this situation does not show any difference in class 1 and 2 as well as in 3 and 4. The attitudes of candidates in class 3 and 4 in taking general roles of teachers change with respect to department and gender.

**Keywords:** Vocational school teacher candidate, roles of a teacher, proficiency, attitude

### INTRODUCTION

One of the variables with regard to what kind of generation bring up is the question of “What kind of a teacher?” How the teacher must be may vary depending on socio-political, economic and other reasons of the period; therefore, naturally it is seen that educational process takes a role accordingly. Under these circumstances, the role of teachers and their place in the social life need to be analyzed and redefined.

Who is the teacher then? He comes across us with different roles when we evaluate him at school and on the street. For a teacher who uses these roles, it will be the shortest cut to say, “a teacher is the one who raises all the citizens and expert personnel of a country, transfers existing culture to new individuals, and thus maintains the individuals to be socialized.” (Özden, 1999).

Turkish National Education also defined teaching and required those who want to carry out this profession to abide by the following definition (National Education Basic Law no 1739, Article 43): “Teaching is a specialization profession that undertakes the tasks of education, teaching and management duties related to them. Teachers are obliged to execute teaching profession in accordance with the aims and basic principles of Turkish National Education. Preparation to the teaching profession can be provided with general culture, specific field training and pedagogical formation.” (Milli Eğitim Bakanlığı [MEB], 1973).

It is not an exaggeration to say that teaching is the leading profession among those in which there must not be conflicts between what the professionals say and do. As a matter of fact, process of education, owing to its nature, is the process of persuasion, assurance, convincing, making itself willing, encouraging, and making it volunteer. These activities, most of which consist of shapes of psychological behavior (Özsoy, 1987), have become obligatory to the profession of teaching. On the other hand, some educational institutions limit the tasks of teachers to maintaining the silence in the classroom, keeping the students in the classroom within the class-hour, and deliver his/her lecture during this period (Kaygısız & Akarsu, 1997). Although such an attitude does not cover general skills of teaching profession, due to limited financial, spiritual and social facilities that the teachers have may lead them to the attitudes of restrictions (Baloğlu, 1990).

Three fields about the roles to be taken by the teacher candidates have been designated in recent years: Organization-planning and teaching approaches, professionalism, and social skills (Yüksel, 2001). The role of a guide, which is especially required for teachers of vocational and technical school education teacher, has a special importance. Because vocational education is application-oriented, it requires more intimate teacher-student relationships. In vocational schools, most of the educational time is spent in laboratories, workshops, and fields of application, which necessitates one-to-one education, group works, and project based education.

How to facilitate teacher candidates’ adaptation of professional roles in teacher training institutions is another topic of research. Teaching profession requires teachers to have some certain qualities of personality such as determination, patience, and being focused (Marmara University Faculty of Technical Education). Teachers are also expected to refresh themselves constantly, not to be fed up from failures, and not to give up education under any unfavorable circumstances (Özcan, 2011). Mostly during their third and fourth years of education at the university, teacher candidates take courses such as Teaching Applications, Private Teaching Methods I, II and

Classroom Management, where they learn and, through application, adapt to teacher roles and attitudes (MEB, 1998). However, teacher candidates' willingness and motivation to undertake these roles may vary by personality characteristics. Optimally, it is desired, even for a teacher candidate who does not smile at all at the beginning of a teacher training program, to adapt a smiling and gracious attitude during the course of his/her teacher training (Madi, 2006). Given the importance of teachers' and teacher candidates' attitudes, there is substantial research on attitudes towards teaching profession (Oral, 2004; Şeker, Deniz, & Görgen, 2005) and, relatedly, teachers' beliefs regarding proficiency (Eroğlu, 1999; Erişen, & Çeliköz, 2003; Akbaş & Çelikkaleli, 2006).

Erişen and Çeliköz (2003) found that teacher candidates considered themselves partly proficient in general teaching attitudes, and their perceptions of proficiency did not differ significantly by gender, major or university. On the other hand, teacher candidates in Özgür's (1994) study were eager to start teaching. Teacher candidates' attitudes towards the teaching profession were affected by their own perceptions of status, social perception, and the value given by the government (Özgür, 1994).

Özdemir and Çanakçı (2005) found that teacher candidates who took the School Experience I course evaluated the importance of teachers' roles in education more appropriately than those who did not take the course. Özdemir and Çanakçı's study also illustrated that cognitive field knowledge about the roles could be comprehended more. However, Özdemir and Çanakçı did not provide information about adaptation and acceptance of these roles by the teachers.

In a study by Ocak and Gündüz (2006), teacher candidates developed metaphors for teaching profession that emphasized the significance of teachers' roles in education and the society. Teacher candidates in Ocak and Gündüz's study (2006) highly adapted the role of a "self-sacrificing teacher" before taking the course of Introduction to the Teaching Profession. After learning the details of teaching profession in the course, teacher candidates preferred teachers' role as a "source of information".

Sağlam (2008) identified a positive correlation between prospective music teachers' level of sympathy for their profession and their attitudes towards teaching. Her/His study showed that overall attitudes are significantly different in terms of class level and causes of choosing the department. According to sex variable, it was concluded that women develop more positive attitudes than men.

Bulut (2009) studied the attitudes of teacher candidates from two different universities towards teaching profession and found high positive attitudes. The study, applied to 411 teacher candidates, proposed that while there is no significant difference in terms of sex and class, there are differences between departments.

Bay and his friends (2009) concluded that teacher candidates developed very affirmative attitudes towards teachers' constructive roles in social constructive learning environments. While this study gave us information on the necessity and effectiveness of these roles and teacher candidates' ability to undertake these roles, it did not provide any information on candidates' attitudes on adopting these roles.

Yeşilyurt (2010) found that third-year teacher candidates in schools of education and technical education adapted roles of teachers such as listening to different opinions, being democratic and fair, fulfilling responsibilities, paying attention to making a common decision, establishing communication, valuing different personalities, not developing grudge against anyone, and valuing cooperation. Yeşilyurt (2010) concluded that teacher candidates in the school of technical education and female teacher candidates, probably due to general justice and cooperative attitudes inherent in women, were more cooperative.

Whereas some research has been conducted with teacher candidates in schools of education regarding their attitudes towards the profession of teaching and their beliefs about proficiency, research on teacher candidates in schools of technical education is scarce. Thus, in the current study we sought to examine attitudes of teacher candidates in a school of technical education regarding undertaking the role of a teacher and see how these attitudes varied.

## **OBJECTIVE**

The changing circumstances have placed what kind of roles teachers should undertake or are required to undertake, education methods, teaching profession and the format of classroom management into the main center of research. Entering into the process of education with their different levels of readiness and cultural characteristics, teacher candidates' predisposition to the teaching profession, their willingness to participate to the process of education when becoming teachers, and what teacher roles they can undertake in this process are

very important variables. For this reason, the willingness of professional and technical teacher candidates towards the variety of teacher roles are investigated in this general survey method. In this research, whether the attitudes of ability to undertake teacher roles differentiate or not, and whether there is or there is not an optional relationship among various role groups according to the candidate's class, gender, educational status of the family and his thoughts related to his branch are aimed to be investigated.

## METHOD

### Universe and Sampling

The sample which consisted of college students ( $N = 583$ ) studying at various classes of spring semester in 2009-2010 academic year of Textile Education, Metallurgy Education, Electrical Education, Mechanical Education, Printing Education at Technical Education Faculty at a state university located in Istanbul constitutes the study group of this research.

### Data Collection

The perception scale of teacher candidate's role proficiency was used as a means of data collection. In the scale, 9 articles related to personal information, 5 dimensions and 26 articles for determining the perceptions of the ability to undertake general teaching roles by prospective teachers are included. Firstly, a list of teacher roles is created by scanning various resources (Ünal & Ada, 2008; Sönmez, 2008; Hesapçioğlu, 1998; Alkan, & Kurt, 2007; Küçükahmet, 1999; Erden, 2009) in order to determine the content validity of the scale. At this stage, it was noted that the resources that were used in this research were written especially for the purpose of teacher training and were used as textbooks at education faculties. At the second phase of the developmental stage of data collection tool; the opinions of the teacher candidates were gathered in order to include new teacher roles that may occur due to changing circumstances and cultural differences. For this purpose, a total of 361 vocational teacher candidates, studying at 4<sup>th</sup> year of Electrical Education, Textile Education, Mechanical Education, Metallurgy Education and Printing Education at Technical Education Faculty at a state university located in Istanbul in the fall semester of 2009-2010 academic year, were asked at which roles they met teachers throughout their educational lives and were requested to write answers on the papers distributed to them. By adjusting the teacher roles obtained this way, 34 of them, which are expressed by at least 10 people, were seen to be noteworthy. 10 of these roles (senior brother/sister, mediator, friend, educated, wise, mate, resource, officer, model, and pedagogue) could be considered to be rare and unusually encountered or not encountered in the literature and were included in the survey in order to be used in the research.

Literary references and the list of teacher roles obtained from the opinions of teacher candidates were grouped, within themselves, under four headings such as "social roles", "roles of communication skills", "vocational and teaching roles" and "management roles." Data collection instrument was formed in two sections consisting of nine (9) pieces of personal information, and twenty-six (26) pieces of teacher roles. While personal information was multiple choice, attitudes were arranged in a way to be expressed in 5-point Likert-type attitude scale in the form of "Definitely I can" (5,00 to 4,21), "Partially I can be" (4,20 to 3,41), "I am undecided" (3,40-2,61), "I cannot be" (2,60-1,81), and "I can never be" (1,80-1,00). The scope and structure validity of the data collection tool were provided by consulting to an expert opinion and for its internal parameter, Cronbach Alpha value was calculated as 0,87 ( $M = 110,94 / SD = 11,04$ ). In order to determine the opinions of candidates on teacher roles, frequency percentage, mean and standard deviation techniques were used.

### Data Classification and Analysis

In the research, personal information and perception of the ability to undertake teacher roles of a total of 583 teacher candidates were examined using an attitude scale. To identify teacher candidates' demographic characteristics, frequencies and percentages were calculated. Analysis of variance (ANOVA), followed by post-hoc tests, was used to examine differences among groups in terms of independent variables. For statistical analysis, SPSS-16 statistical data analysis program was used.

### Findings and Interpretation

How teacher candidates' perceptions about their willingness to undertake teaching roles differed by their class, by the program they attend, gender, educational status of parents, reasons for choosing the department, whether they found their professions appropriate to their own personalities, whether they considered themselves competent in terms of professional knowledge and skill, and whether they wanted to change their departments if they were given the opportunity, were examined using statistical data analysis, and the results are presented below.

Table 1: *Data About the Sampling*

Variables	N	Percent	Means for Role Groups				Average
			Social	Communication skills	Professional and Teaching	Management	
<b>Classes</b>							
1;2 classes	330	56,6	4,17	4,35	4,24	4,29	4,25
3;4 classes	253	43,39	4,21	4,35	4,23	4,29	4,26
<b>Gender</b>							
Girl	181	31	4,24	4,30	4,34	4,27	4,26
Boy	402	69	4,17	4,32	4,18	4,30	4,26
<b>Department</b>							
Textile	126	21,6	4,20	4,42	4,34	4,32	4,27
Metallurgy	121	20,8	4,27	4,32	4,22	4,36	4,25
Electric	128	22	4,17	4,32	4,16	4,15	4,24
Machine	110	18,9	4,12	4,34	4,16	4,30	4,22
Printing	98	16,8	4,17	4,36	4,27	4,33	4,23
<b>Total</b>	<b>583</b>	<b>100</b>	<b>4,19</b>	<b>4,35</b>	<b>4,23</b>	<b>4,29</b>	<b>4,24</b>

 Table 2: *Data About the Educational Level of Parents of Teacher Candidates.*

Educational Status of Parents	Frequencies		Percentage		Means	
	Father	Mother	Father	Mother	Father	Mother
Masters and above	7	1	1,2	0,2	3,82	4,73
Illiterate	9	75	1,5	12,9	3,97	4,24
Undergraduate	52	28	8,9	4,8	4,28	4,18
Middle School	117	84	20,1	14,4	4,27	4,26
High School	133	77	22,8	13,2	4,26	4,30
Primary School	265	318	45,5	54,5	4,27	4,26

1<sup>st</sup> and 2<sup>nd</sup> year ( $n_1 = 330$ ) teacher candidates, who have not yet acquired the required role behaviors in teaching profession, and 3<sup>rd</sup> and 4<sup>th</sup> year ( $n_2 = 253$ ) teacher candidates, who were offered courses in acquiring these role behaviors, participated in the research (see Tables 1 and 2). The arithmetic average of all teacher candidates' perceptions of the ability to undertake teacher roles was  $M = 110,79 / SD = 11,04$ . In other words, the average score of 4,24 suggested that teacher candidates believed they "could definitely be a teacher" (5,00-4,21). In terms of role groups, teacher candidates' perceptions of the ability to undertake teaching roles were the highest in the "communication skills" ( $M = 4,35$ ) group and the lowest in the "social roles" ( $M = 4,19$ ) group. The educational status of the parents of a large proportion of teacher candidates was primary school. After that, it was observed at high school and secondary school level respectively. A very small portion was found to be at the level of undergraduate, graduate or above.

### The Perception of Ability to Undertake Roles According to Classes

An ANOVA test was conducted to determine if there was a change in perceptions of the ability to undertake roles according to the courses in which teacher candidates could acquire teaching roles. It was observed that there was no serious differentiation between first and second-year teacher candidates, who had not taken the courses yet, and third- and fourth-year teacher candidates, who completed the courses ( $p = 0,52 > 0,05$ ).

 Table 3: *Data of the Roles of the Teachers' Taking Responsibilities According to the Classes.*

Years	n	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1;2 years	330	110,68	11,036	,608	109,49	111,88	26	130
3;4 classes	253	110,95	11,071	,696	109,58	112,32	71	130
<b>Total</b>	<b>583</b>	<b>110,80</b>	<b>11,042</b>	<b>,457</b>	<b>109,90</b>	<b>111,70</b>	<b>26</b>	<b>130</b>

Table 4: ANOVA Test Data According to the Classes of the Candidates.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9,963	1	9,963	,082	,775
Within Groups	70955,556	581	122,127		
Total	70965,520	582			

As a result of the ANOVA test, it was seen that class differentiation did not affect perceptions of the ability to undertake teacher roles ( $F = 0,08$ ;  $p = 0,77 > 0,05$ ). This result showed that there was no significant difference between the groups under examination in terms of influencing the dependent variable. It was also confirmed that there was not any difference between groups when they were compared in terms of role groups.

#### Data on the Attitudes of the Ability to Undertake Roles of the Candidates Studying at 3<sup>rd</sup> and 4<sup>th</sup> Year

After finding that class factor did not affect the perception of the ability to undertake roles, it was useful to examine which independent variables affected the perceptions of the candidates studying 3<sup>rd</sup> and 4<sup>th</sup> years to undertake teacher roles, when the courses aiming at acquiring these roles were intensely offered.

Table 5: Demographic Data of Candidates in 3. and 4. Years.

	Demographic Features		Social Rolls	Roles of Communication Skills	Profession and Teaching Roles	Management Roles	General
	n	%	M	M	M	M	M
Distribution according to Gender							
Girls	73	28,9	4,31	4,49	4,43	4,32	4,39
Boys	180	71,1	4,19	4,31	4,17	4,30	4,24
Total	253	100	4,25	4,40	4,30	4,31	
Distribution according to departments							
Textile	35	13,8	4,22	4,48	4,38	4,36	4,36
Metallurgy	55	21,7	4,34	4,32	4,24	4,42	4,33
Electrical	62	24,5	4,11	4,28	4,13	4,09	4,15
Machine	50	19,8	4,18	4,34	4,11	4,32	4,24
Printing	51	20,2	4,24	4,43	4,37	4,34	4,35
Total	253	100	4,22	4,37	4,25	4,31	4,29

#### The Perception of the Ability to Undertake Roles According to Gender

The perception of teacher candidates' ability to undertake roles according to their gender was comparatively provided in Figure 1. It was observed that the perceptions of female candidates' ability to undertake roles ( $n = 73$ ;  $M = 114,3 / 4,39$ ) had higher frequencies male candidates ( $n = 180$ ;  $M = 109,5 / 4,24$ ). When distributions of both genders according to role groups were compared, their communication skills roles ( $M = 4,37$ ) were higher compared to other role groups.

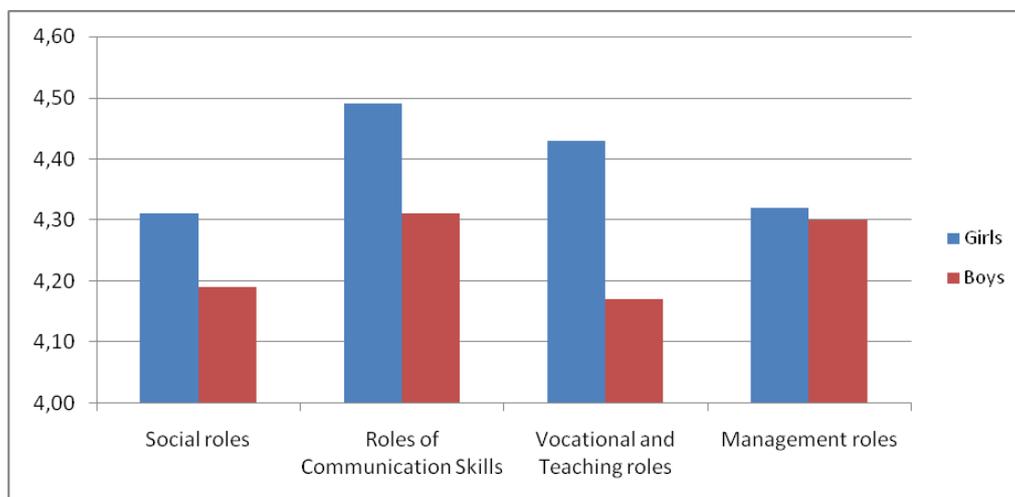


Figure 1. Column chart of the arithmetical average of the perception of the ability to undertake roles by gender according to the role groups.

On the other hand, the perceptions of the ability to undertake social roles ( $M = 4,22$ ) were lower compared to other group roles. Particularly, the perception of the ability to undertake professional and teaching roles was lower ( $M = 4,25$ ) than the other groups. In the homogeneity of variance test, which was performed to understand whether gender factor had an effect on the perception of the role competence of teacher, it was seen that there was no difference between variances since  $p = 0,17 > 0,05$  was obtained as a result. As a result of the ANOVA test, gender differences were seen to affect the perception scores of the ability to undertake teacher roles ( $F = 10,32; p = 0,001 < 0,05$ ).

### The Perception of the Ability to Undertake Roles According to Departments

When the perceptions of the ability to undertake teaching roles were compared, candidates studying in the Textile Education department ( $n = 35; M = 113,4$ ) preferred more than students from other departments. Students in the Electrical Education department ( $n = 62; M = 107,98$ ) had the lowest frequency of perception score of the ability to undertake the roles. Figure 2 provides a more visual representation of the role attitudes distribution of the teacher candidates in various departments by role groups.

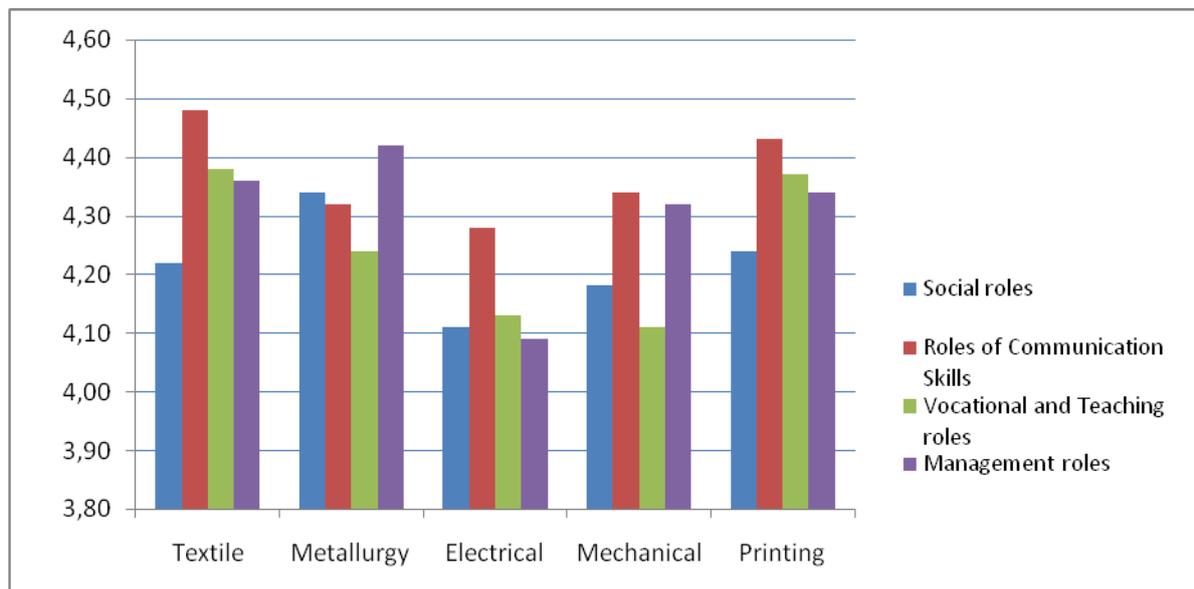


Figure 2. Chart of the distribution of role groups according to the factor of departments ( $M$ ).

Except for Metallurgy Education department, the most frequently preferred role group was in the communication skills role group ( $M = 4,37$ ), and as for the ability to undertake roles the least frequency was observed in the Social role group ( $M = 4,22$ ). Even though there was not a large degree of differentiation among departments in terms of averages, it was noteworthy that the ones every role group were Textile Education ( $M = 4,36$ ) and Printing Education ( $M = 4,35$ ) departments. Teacher candidates in the Electrical Education perceived themselves to be able to undertake the roles with the least frequency. The department that expressed, with the least frequency, the ability to undertake teaching roles was Electrical Education ( $M = 4,15$ ). Except for the Electrical Education department, other departments' choice of management roles as the ability to undertake top level roles at second place was another most striking point. In order to understand whether the department factor had an effect on the perception scores of the teacher candidates' ability to undertake roles, the homogeneity of variance was tested, and the  $p = 0,077$  value was obtained. In this case, since  $p = 0,07 > 0,05$ , it can be concluded that there was no difference between variances according to departments. As a result of the ANOVA test, it was seen that the differences in departments affected the perception scores of the ability to undertake teacher roles ( $F = 2,43; p = 0,048 < 0,05$ ). Even though there was no serious divergence observed in terms of arithmetic mean in analysis of significance between departments, when the standard deviations were considered, it was observed that Textile Education department ( $M = 113,46; SD = 8,71$ ), compared to other departments, had accumulation in a narrow and upper area (Min: 92, Max.: 127) and preferred attitudes in higher numbers. In comparison to this, Mechanical Education department ( $M = 109,50; SD = 13,31$ ) demonstrated an attitude that spread over a larger area (Min.: 71, Max.: 130).

Table 6: Tukey Test Results According to Department Factors.

	(I) B	(J) B	Mean Difference (I-J)	Std. Error	95% Confidence Interval	
					Sig.	Upper Bound
1 Textile	2	1,421	2,367	,975	-5,08	7,93
	5	5,473	2,314	,129	-,89	11,83
	6	3,957	2,413	,473	-2,67	10,59
	7	,379	2,403	1,000	-6,22	6,98
2 Metallurgy	1	-1,421	2,367	,975	-7,93	5,08
	5	4,052	2,028	,270	-1,52	9,62
	6	2,536	2,139	,760	-3,34	8,41
	7	-1,042	2,128	,988	-6,89	4,81
5 Electrical	1	-5,473	2,314	,129	-11,83	,89
	2	-4,052	2,028	,270	-9,62	1,52
	6	-1,516	2,081	,950	-7,23	4,20
	7	-5,095	2,069	,103	-10,78	,59
6 Mechanics	1	-3,957	2,413	,473	-10,59	2,67
	2	-2,536	2,139	,760	-8,41	3,34
	5	1,516	2,081	,950	-4,20	7,23
	7	-3,578	2,179	,472	-9,57	2,41
7 Printing	1	-,379	2,403	1,000	-6,98	6,22
	2	1,042	2,128	,988	-4,81	6,89
	5	5,095	2,069	,103	-,59	10,78
	6	3,578	2,179	,472	-2,41	9,57

In the table, it was remarkable that teacher candidates in Electrical Education and Mechanical Education departments had significantly weaker perceptions of their ability to undertake roles, and in the multiple comparisons of candidates studying in other departments, their perceptions generally were stronger. While among Textile Education ( $M = 113,46$ ), Electrical Education ( $F = 5,47$ ) and Mechanical Education ( $F = 3,95$ ) a difference in favor of Textile Education was observed; yet in comparison with Metallurgy Education ( $F = 1,42$ ) and Printing Education ( $F = 0,37$ ), a low level difference in favor of Textile Education was not observed. While in the comparison between Metallurgy Education ( $M = 112,04$ ), Electrical Education ( $F = 4,05$ ) and Mechanical Education ( $F = 2,53$ ), a difference in favor of Metallurgy Education was observed; in the comparison between Textile Education ( $F = -1,42$ ) and Printing Education, a difference ( $F = -1,04$ ) in favor of Textile Education was not observed. When Electrical Education ( $M = 107,98$ ) was compared with other departments, results were observed to be against Electrical Education ( $F = -1,51 - -5,57$ ). While in the comparison between Mechanical Education ( $M = 109,50$ ) and Electrical Education, a significant difference, even though slight, was observed in favor of Mechanical Education ( $F = 1,51$ ); whereas in the comparison with other departments a difference against Mechanical Education was found. In the comparison between Printing Education ( $M = 113,08$ ) and Textile Education a difference against Printing Education ( $F = -0,37$ ) was observed; whereas, with Electrical Education  $F = 5,09$ , with Mechanical Education  $F = 3,57$ , and with Metallurgy Education a significant difference of  $F = 5,09$  in favor of Printing Education was observed. The difference among the perception scores of the teacher candidates' ability to undertake roles studying at different departments was seen to be in favor of Textile Education ( $M = 113,46$ ).

### The Perception of the Ability to Undertake Roles According to Father's Educational Status

Whether there was a difference in the perceptions of teacher candidates' ability to undertake roles according to their fathers' educational status was evaluated. Considering the scores the participants obtained, a large proportion of the candidates' fathers ( $n = 109$ ) were seen to be primary school graduates. Looking at the score comparisons, no matter how little it was ( $n = 5$ ), it was seen that teaching role perceptions of the candidates whose fathers were the graduates of masters and higher were seen to possess the lowest score of the group ( $M = 97,00$ ). It was observed that candidates whose fathers were illiterate obtained a lower score ( $M = 107,33$ ) than others. Considering the members of other groups that participated in the research, it was seen that the rate of those whose fathers were graduates of secondary school, high school, masters or higher, varied between  $M = 110,81 - 112,26$ . In order to understand whether the factor of father's educational status affected the perception

scores of the teacher candidates' ability to undertake roles, homogeneity of variance and ANOVA tests were applied. Since  $p = 0,122 > 0,05$  was obtained, it was concluded that there was no difference between variances according to father's educational status. As a result of ANOVA test, looking at the significance of difference between groups, it was observed that differences in father's educational status did not affect the perception scores of the ability to undertake teacher roles ( $F = 1,88$ ;  $p = 0,098 > 0,05$ ). These results showed that there was no difference between the groups in terms of dependent variables.

As a result of the evaluation of the Tukey test applied in the comparisons between groups, while those whose fathers were illiterate ( $M = 107,33$ ) and whose fathers were university graduates ( $M = 97,00$ ) showed a different negative perception compared to other groups, whereas the perceptions of other groups generally were seen to show higher difference. Between these groups, when teacher candidates, whose fathers were high school graduates ( $n = 57$ ;  $M = 112,26$ ) were compared with other groups, their perceptions of the ability to undertake roles were higher. For the more detailed assessment of the direction of difference between the educational statuses of the teacher candidates' fathers and candidates' perceptions of the ability to undertake roles, the values at the Tukey test was examined and it was seen that those whose fathers were illiterate ( $n = 3$ ) expressed higher ability to undertake more teaching roles ( $F = 10,33$ ) in comparison with those whose fathers were graduates of masters or higher.

While the difference between the teacher candidates whose fathers were secondary school graduates ( $n = 51$ ;  $M = 110,88$ ) and the teacher candidates whose fathers were graduates of masters or higher was  $F = 13,88$ , with those having illiterate fathers a favorable difference was  $F = 3,54$ , and between the university ( $F = -0,93$ ) and high school graduates ( $F = -1,38$ ) an unfavorable difference was observed. The difference of  $F = 0,07$  between primary school graduates was not significant enough. While in the comparison between the teacher candidates whose fathers held a graduate degree ( $n = 28$ ;  $M = 111,82$ ) and the other groups, a very significant and favorable difference of  $F = 14,82$  was observed especially in those whose fathers were graduates of masters or higher, a favorable difference stood out with those whose fathers were illiterate by the difference of  $F = 4,48$ , with primary school graduates by the difference of  $F = 1,01$  and with secondary school graduates by the difference of  $F = 0,93$ . However, when compared with those whose fathers were high school graduates, an unfavorable difference of  $F = -0,44$  was observed.

When the perceptions of the ability to undertake roles of teacher candidates whose fathers were primary school graduates ( $n = 109$ ;  $M = 110,81$ ) were compared with the perceptions of those whose fathers were graduates of masters or higher,  $F = 13,80$  was obtained, whereas when the perceptions of the ability to undertake roles of those whose fathers were primary school graduates were compared, a difference of  $F = 3,47$  was obtained in favor of those whose fathers were primary school graduates. When the perceptions of the ability to undertake roles were compared with other groups, a difference ranging between  $F = -0,75$  and  $-1,45$  was observed in favor of those whose fathers are primary school graduates. In the comparison of significance between teacher candidates whose fathers were high school graduates ( $n = 57$ ;  $M = 112,26$ ) and the perceptions of the ability to undertake roles of teacher candidates from other groups, the perceptions of those whose fathers were high school graduates, compared to those whose fathers were graduates of masters or higher ( $n = 5$ ;  $M = 97,00$ ), were seen to indicate attitudes in a more positive direction with the difference of  $F = 15,26$ . In the comparison of significance with the perceptions of the ability to undertake roles of those whose fathers were illiterate and whose fathers were high school graduates, a significance was obtained in favor of those whose fathers were high school graduates with a difference value of  $F = 4,93$ . However, differences changing between  $F = 0,44$  and  $1,45$  were obtained in the attitudes put forward by the candidates of other groups. In the comparison of significance between the perceptions of the ability to undertake roles of the teacher candidates whose fathers were university graduates and the perceptions of the ability to undertake roles of teacher candidates at other groups, an unfavorable difference ranging between  $F = -10,33$  and  $F = -15,26$  was observed in every group. These values show that teacher candidates, whose fathers were graduates of masters or higher, considered themselves inadequate in terms of the ability to undertake teaching roles.

### **The Perception of the Ability to Undertake Roles According to the Reason to Choose the Department**

A large majority ( $n = 103$ ) of the teacher candidates chose their departments in order to have careers, and mentioned another reason in the second place ( $n = 67$ ), and indicated in the third place that their scores were only enough for this department ( $n = 42$ ). Other participants, who constituted a small part of the group, attributed their reasons to choose departments for other reasons. In the homogeneity of variance test conducted, the value of  $p = 0,39 > 0,05$  showed the conclusion that there was no difference between the variances according to departments. As a result of ANOVA test, it was seen that the reasons to choose department did not affect the perception scores of the ability to undertake teacher roles ( $F = 1,15$ ;  $p = 0,32 > 0,05$ ). In order to determine among which groups the difference was groups were compared with each other.

Table 7: Tukey Test Results According to Department Selection Reasons.

(I) Department Choice	(J) Department Choice	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 Beginning to work at early age	2	10,825	5,569	,453	-5,73	27,38
	3	2,421	4,059	,997	-9,65	14,49
	4	,325	3,841	1,000	-11,09	11,74
	5	,778	5,824	1,000	-16,54	18,09
	6	2,164	4,471	,999	-11,13	15,46
	7	,559	3,923	1,000	-11,10	12,22
2 Continuing the family profession	1	-10,825	5,569	,453	-27,38	5,73
	3	-8,405	4,511	,507	-21,82	5,01
	4	-10,501	4,316	,189	-23,33	2,33
	5	-10,048	6,148	,660	-28,32	8,23
	6	-8,662	4,886	,568	-23,19	5,86
	7	-10,267	4,389	,230	-23,32	2,78
3 My score was sufficient for this department	1	-2,421	4,059	,997	-14,49	9,65
	2	8,405	4,511	,507	-5,01	21,82
	4	-2,096	2,023	,945	-8,11	3,92
	5	-1,643	4,823	1,000	-15,98	12,69
	6	-,257	3,055	1,000	-9,34	8,83
	7	-1,862	2,175	,978	-8,33	4,60
4 Having a profession	1	-,325	3,841	1,000	-11,74	11,09
	2	10,501	4,316	,189	-2,33	23,33
	3	2,096	2,023	,945	-3,92	8,11
	5	,453	4,641	1,000	-13,34	14,25
	6	1,839	2,759	,994	-6,36	10,04
	7	,234	1,734	1,000	-4,92	5,39
5 Beginning a business	1	-,778	5,824	1,000	-18,09	16,54
	2	10,048	6,148	,660	-8,23	28,32
	3	1,643	4,823	1,000	-12,69	15,98
	4	-,453	4,641	1,000	-14,25	13,34
	6	1,386	5,175	1,000	-14,00	16,77
	7	-,219	4,709	1,000	-14,22	13,78
6 Only to study at a university	1	-2,164	4,471	,999	-15,46	11,13
	2	8,662	4,886	,568	-5,86	23,19
	3	,257	3,055	1,000	-8,83	9,34
	4	-1,839	2,759	,994	-10,04	6,36
	5	-1,386	5,175	1,000	-16,77	14,00
	7	-1,605	2,872	,998	-10,14	6,93
7 Other .....	1	-,559	3,923	1,000	-12,22	11,10
	2	10,267	4,389	,230	-2,78	23,32
	3	1,862	2,175	,978	-4,60	8,33
	4	-,234	1,734	1,000	-5,39	4,92
	5	,219	4,709	1,000	-13,78	14,22
	6	1,605	2,872	,998	-6,93	10,14

As can be seen from the table, those, who chose the departments they were studying for the reasons of continuing the family profession ( $n = 7$ ;  $M = 101,29$ ), their scores were only sufficient for this field ( $n = 42$ ;  $M = 109$ ) and only wishing to study at a university ( $n = 19$ ;  $M = 109$ ), expressed attitudes with lower frequencies compared to the members of other group, thus it was seen that the difference for these groups were in negative direction and the assessments resulted against these three groups. While teacher candidates, stating their perceptions of the ability to undertake roles in connection with the choice of taking an early step in life, were seen to have completely positive effect on the change of perception, whereas in the comparison of the candidates, who showed justification of having a career ( $n = 103$ ;  $M = 111$ ) and other preferences, with other groups, it was observed that the perceptions of the ability to undertake teaching roles generally had an effect of change in positive direction.

### The Perception of the Ability to Undertake Roles According to Compatibility Perception Between Profession and Identity

Teacher candidates were asked to comment on whether the field they chose to study were consistent with the characteristics of their personality. Almost half of the group ( $n = 107$ ) were seen to perceive their personalities enough to go with their professions. It was noteworthy that there was not a very big difference between the numbers of those who did not consider their personalities consistent with their professions ( $n = 52$ ) and the numbers of those who considered consistent ( $n = 88$ ). In the analysis of variance, since  $p = 0,51 > 0,05$  was obtained, it was concluded that there was no difference between the variances. As a result of ANOVA test, it was seen that the differences of opinions regarding the compatibility of the department and personality did not affect the perception scores of the ability to undertake teacher roles ( $F = 2,18$ ;  $p = 0,091 > 0,05$ ). According to the results of Tukey test conducted in order to determine between which groups this difference took place, it was remarkable that when teacher candidates, who considered their professions consistent with their personalities ( $n = 88$ ;  $M = 12,51$ ) were compared with other candidates, their perceptions of the ability to undertake roles were significantly in positive direction, whereas when those who studied at other departments were in multiple comparisons, their perceptions of the ability to undertake roles that they developed generally were lower difference in negative direction. In the comparison of candidates, who considered that their personalities were not consistent with their professions, with other groups, the results were against the group. In other words, those who answered this question as “no” ( $n = 52$ ;  $M = 107,85$ ) expressed an attitude towards their inability to undertake teacher roles in comparison with those in other groups.

### The Perception of the Ability to Undertake Roles According to the Perception of Efficiency in Terms of Professional Knowledge and Skill

While a large part of the group ( $n = 118$ ;  $M = 110,98$ ) stated that their knowledge and skills were fairly well, a large part ( $n = 91$ ;  $M = 112,22$ ) stated that they saw themselves adequate. However, a substantial number of teacher candidates ( $n = 39$ ;  $M = 107,74$ ) said they considered themselves inadequate in terms of knowledge and skills.

Table 8: Data of Professional Knowledge and Skill Adequacy Factor.

	n	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 Yes	91	112,22	10,380	1,088	110,06	114,38	85	130
2 No	39	107,74	11,612	1,859	103,98	111,51	80	125
3 Fair	118	110,98	11,305	1,041	108,92	113,04	71	130
4 No idea	5	112,00	11,832	5,292	97,31	126,69	98	130
Total	253	110,95	11,071	,696	109,58	112,32	71	130

In the homogeneity of variance test about the adequacy factor in terms of professional knowledge and skills required by the department, since  $p = 0,90 > 0,05$  was obtained, it was concluded that there was no difference between variances. As a result of ANOVA test, it was seen that the differences of opinions in the adequacy of professional knowledge and skills did not have any effect on the perception scores of the ability to undertake teacher roles ( $F = 1,51$ ;  $p = 0,21 > 0,05$ ). In the comparison of teacher candidates who considered their knowledge and skills to be sufficient ( $n = 91$ ;  $M = 112,22$ ) with other candidates, their perceptions of the ability to undertake roles were significantly seen to be higher, whereas the perceptions of those, who considered their knowledge and skills to be inadequate ( $n = 39$ ;  $M = 107,74$ ), were seen to have a negative difference in comparison with those expressing different opinions.

### The Perception of the Ability to Undertake Roles According to the Desire of Changing the Department if Given a Chance

When the data were examined, the number of those who wished to change department constituted almost all of the sample ( $n = 219$ ;  $M = 110,81$ ). However, those who wished to continue their departments posed a smaller number.

Table 9: Data of the Factor of the Satisfaction from the Department.

	n	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 Yes	219	110,81	11,220	,758	109,32	112,31	71	130
2 No	27	111,78	10,537	2,028	107,61	115,95	86	130
3 No idea	7	112,00	9,363	3,539	103,34	120,66	98	123
Total	253	110,95	11,071	,696	109,58	112,32	71	130

The homogeneity of variance test on the factor of desire to study at another department was applied, it was concluded that there was no difference between variances since  $p = 0,74 > 0,05$  was obtained. As a result of ANOVA test, it was observed that the differences of attitude regarding the desire to study at another department did not affect the perception scores of the ability to undertake teacher roles ( $F = 0,12$ ;  $p = 0,88 > 0,05$ ).

Table 10: Tukey Test Results of Department Selection Factor.

(I) Department Alternative	(J) Department Alternative	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 Yes	2	-,965	2,266	,905	-6,31	4,38
	3	-1,187	4,266	,958	-11,24	8,87
2 No	1	,965	2,266	,905	-4,38	6,31
	3	-,222	4,712	,999	-11,33	10,89
3 No idea	1	1,187	4,266	,958	-8,87	11,24
	2	,222	4,712	,999	-10,89	11,33

As it can be seen from the table, in the comparison of those who wished to change their departments ( $n = 219$ ;  $M = 110,81$ ) with other candidates, it was noteworthy that their perceptions of the ability to undertake roles were significantly lower. In addition to this, when those who were indecisive about changing their departments ( $n = 7$ ;  $M = 112$ ), even though their numbers were less, were compared with those in other groups, their perceptions of the ability to undertake roles generally were higher.

### CONCLUSION AND EVALUATION

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year students, studying at different departments of Technical Education Faculty at a state university located in Istanbul, who were chosen as samples in this research, were asked about their attitudes regarding what extent of ability they possess to undertake the behaviors of teaching roles. The candidates indicated their attitudes, with 4,35 and in the level of “Definitely I can” (5,00 – 4,21), on whether they would undertake a total of 26 different roles grouped as social roles, communication skills roles, professional and teaching roles and managerial roles. In the research conducted by Erişen and Çeliköz (2003) in which they included the teacher candidates studying at Technical Education Faculty of Marmara University, it was seen that this level was found to be even lower and the candidates considered themselves “partially adequate” in terms of general teaching roles. This research also determined the demographical characteristics of the vocational teacher candidates participating in this research through independent variables. It was seen that males constituted a large majority of the candidates; the majority of parents were primary school graduates; the numbers of those who came from families of master graduates and higher were almost non-existent. A large majority of the candidates stated that they chose the department they currently study in order to have a career. In the research, candidates considered their personalities with the departments they study to be on consistent level of “all right.” What should not be ignored was that a large number of candidates did not see their personalities consistent with the department they study. Another variable that might help in terms of making sense of this category was whether the candidates found themselves adequate in professional knowledge and skills. In this category, too, while a

significant number of candidates considered themselves on the level of “fairly well” adequacy, a substantial amount of candidates did not consider themselves adequate. This result is consistent with the data obtained by Erişen and Çeliköz (2003). Another independent variable, which questioned technical education, was the variable in which candidates were asked about whether they were satisfied with the department they currently study. While almost all of the candidates stated an attitude of “I will change the department I am studying if a chance is given” ( $N = 498$ ), only 58 candidate declared that they did not agree with this idea. This result failed to prove the expectations. However, Sağlam (2008) found a positive correlation between prospective music teachers’ sympathy for their profession and their attitudes towards teaching.

No significant difference was seen in the comparison of the candidates especially with 1<sup>st</sup> and 2<sup>nd</sup> year classes and 3<sup>rd</sup> and 4<sup>th</sup> year classes. A similar result was obtained by Bulut (2008). He did not observe significant change in the attitudes of the students expected as class levels ascended. But, Sağlam (2008) had found such a significant change.

Vocational teacher candidates perceived themselves to be more sufficient in the roles regarding their communication skills in terms of role groups compared to other roles. In the lowest level, they considered themselves adequate in terms of social roles. However, Yeşilyurt (2010) received positive results from his study carried out on the dispositions of prospective teachers of Technical Education regarding their collaboration roles which also include their social skills. The participants expressed that they perceived themselves competent in terms of both social and personal skills.

Both in the research of Erişen and Çeliköz (2003) and in this research, gender was seen to affect the perception of the ability to undertake professional behaviors and teaching roles. Female candidates considered themselves to be more apt for teacher roles in comparison with males. The data obtained also overlapped with the outcome put forward by Akbaş and Çelikkaleli (2006) in their research that female children developed a more positive attitude towards performing behaviors required by teaching profession.

Çelenk (1988) and Oral (2004), in the research they conducted, showed that the attitudes of female teacher candidates regarding teaching profession were more optimistic in comparison with males. Çapri and Çelikkaleli (2008) and Sağlam (2008) put forward that there was no change in the attitudes of the teacher candidates on this issue despite the passing years. In spite of the passing time, in this research too, resulting outcome in favor of females could be thought to emerge from the social perception that the teaching profession was a more suitable profession especially for women.

In the research of Erişen and Çeliköz (2003), it was seen that differences in the departments did not affect the perception of competence regarding the teacher conducts. In some areas, students of Electrical and Metallurgy Education departments perceived themselves to be more competent compared to the students of Printing and Construction departments. However, it was seen in our research that departments that candidates study at affected their perceptions of competence of the teaching roles. It was understood that while from the departments, teacher candidates, especially studying at Textile Education department, considered themselves to be more competent in terms of the adequacy of teaching roles compared to the departments, whereas department of Electrical education regarded itself to be the least competent department among the departments participating in the research. The findings showed parallelism with the results acquired by Erişen and Çeliköz (2003), Oral (2004), Şeker, Deniz and Görgeç (2005), Bulut and Doğar (2006) and Çapri and Çelikkaleli (2008). It was observed in the research that attitudes towards teaching profession varied according to the branches.

When gender and department factors, which were discovered to have effect on the differentiation of the attitudes, were considered, males need to be improved in terms of teaching roles. Although candidates’ roles of professional field were at the expected level, it was necessary to review programs in this respect since “social roles” and “managerial roles” were not at the desired level. In addition, this difference was expected to result favorably in the 3<sup>rd</sup> and 4<sup>th</sup> years in which the skills of teaching roles were acquired, but it was seen that this factor did not have much effect. Low educational level of the parents of a large part of candidates and substantially less number of candidates, whose parents were graduates of masters and higher, showed the need to review the candidate selection.

Although “the result of candidates’ dissatisfaction with the field they study at” had no effect on the perceptions of the ability to undertake roles, it once more presented the need to review the problem in technical education, to address the programs in this regard, to go over the conditions of employment again from this perspective. Even though half of the answers that candidates gave for the reasons to study at university were stated in the form of having a career, it was quite significant that the answers of the rest of the candidates were gathered upon having

only sufficient scores for this field and other options. It showed that these candidates, most of whom were from vocational high schools, wished to study at a technical education faculty and did not willingly make a choice. It made necessary to review employment at higher education, guidance at secondary school education in general and in particular, vocational training program, education, training and guidance.

Although educational programs were not well–designed, lower motivation, reluctance and the shift of interest could be seen in teacher candidates due to reasons such as program errors in vocational education, economic status of the country, and political policies and parental status. A good vocational teacher should go into the profession by knowing himself well, in peace both with himself and his environment, fully-equipped in terms of professional knowledge and skills and having an actionary personality in terms of teaching profession. From teaching courses that help to acquire these knowledge and skills, the contents of the courses like Classroom Management and Private Teaching Methods should not only be developed in a way to equip the candidates in terms of acquiring knowledge and skills, but at the same time, to prepare them in terms of skills of emotional field.

The results, put forward by the research, showed the need for the transition systems between secondary school and higher education, programs of higher education and the further expansion of the researches conducted on employment policies. Alternative programs need to be developed by concretizing especially candidates' reasons for choosing vocational education and investigating the usefulness of the training programs. The ways for more exact job satisfaction and alternative employment policies with higher social status should be investigated by researching the employment areas of the graduates of vocational education. The reasons for especially choosing vocational education by the lowly-educated sections of the society should be investigated thoroughly, selection and placement ways, which enable all sections of the society to make choices in this area, should be searched.

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