A Comparative Study On The Attitudes Of Students From Education Faculties And Science Faculties Towards Being A Teacher

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Extended Abstract

Purpose
There are various approaches and perspectives on teacher training systems. When Turkey’s teacher training method is taken into consideration, two main ways are used to train students to become teachers. First method is to train students in education faculties and the second one is to make students a teacher after having pedagogical formation courses after they graduated from faculty of science and letters. Determining which way is the most beneficial is possible by getting information about the attitudes of these students towards being a teacher who are graduated from both education and science faculties.

In regards of above information, the main aim of the study is to get the comparison about the attitudes of students towards being a teacher between who are graduating from education faculties and who are graduating from science faculties and taking pedagogical formation courses as well. The problem statement of the study is ‘Are attitudes of senior students at education faculties and students from pedagogical formation courses changed by where they get their teacher profession degree (education faculty or pedagogical formation courses), by their branches (verbal- numeric field) and by the interaction between these variants.

Method
The study is quantitative work which was designed as a descriptive research form. During the study, survey method was conducted. The research was carried out in the 2012-2013 academic year. The universe of the research consisted of students who receive pedagogical formation training at Gaziantep University and Sutcu Imam University and students who are senior students at Sutcu Imam University and Gaziantep University at the department of education. The sample was selected through “simple random sampling”. The group of the research consisted of 171 students. The departments in which students receive education were selected from verbal branches (Turkish, Literature and History) and numerical branches (Math for primary education, Math for secondary education and Chemistry). Also the assessment instrument was administered to the students in the determined
departments. Collected data was analyzed by SPSS 20.0. During the analyzing process descriptive statistics, independent sample T test and Two-Way ANOVA was enrolled. The data required for the research were collected using the assessment instrument consisting of 34 items developed by Ustuner (2006). The items in the questionnaire were scored based on the following pattern which is employing: (2., 5., 6., 7., 8., 15., 20., 21., 30., 32. (Negative- reversely graded items), one-way variance analysis techniques and five point Likert scale items. The reliability study of the assessment instrument was carried out on voluntary 61 pre-service teachers from Gaziantep and Sutcu Imam University. Instrument’s Cronbach’s Alpha was found as reliable with coefficient .941.

Results
The conclusions drawn from this study, which was aimed to determine the attitudes of students who are graduating from education faculties and students who are graduating from science faculties and taking pedagogical formation training, can be expressed as follows: There is no difference between students who are graduating from education faculties and students who are graduating from science faculties and taking pedagogical formation training according to their branches and the interaction effect of their branches and faculties. On the other hand when the attitude grade of students is taken into account, it is determined that students who are graduating from science faculties and taking pedagogical formation training have more positive attitudes towards teaching profession than students who are graduating from education faculties.

Discussion and Conclusion
In regard of all data which was collected during the research, the only significant variant which affects attitudes towards teaching profession was found as graduated faculty. It is found that students who are graduating from science faculties and taking pedagogical formation training have more positive attitudes towards teaching profession than students who are graduating from education faculties. This finding is interesting because teacher training is due of education faculties; it is not the responsibility of science faculties. For future researches, this study could be conducted on wider groups to determine the validity of the research. Furthermore, in the future, a qualitative study could be enrolled to examine the reasons behind this situation and so some regulations might be made on teacher training system of the country.

There are some studies about the teaching profession and the attitudes towards teaching profession with several variants. Studies which support that graduated department is not a significant factor for attitudes of teaching profession are; (Gürbüz & Kışoğlu, 2007; Ocak & Demirdelen, 2008; Tekerek & Polat, 2011). Also there is a study ‘Gürbüz & Kışoğlu (2007)’ which affirms that graduated faculty has a significant effect on attitudes of students towards teaching profession. Findings of Gürbüz & Kışoğlu (2007) are consistent with the current study. However there was not possible to find other studies which analyze this situation. Opinions of graduates of education and science faculties are very important for the future of the education. Because of this reason, conducting studies on this situation is crucial to avoid from deficiencies and making innovations in the teacher training system.