Predicting Vocational Self-Esteem of Prospective Teachers

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ABSTRACT

The purpose of this study was to examine the vocational self-esteem of university students attending educational faculties, teacher candidates, and the factors which make a difference in their vocational self-esteem. This study aimed at setting forth to what extent gender, perception of self-efficacy about teaching, level of satisfaction about the department and the order of choice to enter the programme were influential on explaining vocational self esteem of teacher candidates. As for the research methods, scanning method was used in this study. As a result, it identified that an important predictor of teacher candidates' professional self-esteem was the level of satisfaction about their departmental programs. The undergraduate education to get a job prepares the students for the profession of teaching not only academically but also socially and psychologically. It also emphasizes teacher candidates' perception of self-efficacy about teaching significantly predicted their professional self-esteem.

Keywords: vocational self-esteem, self-efficacy, prospective teacher, teacher training programs

Öğretmen Adaylarının Mesleki Benlik Saygısının Yordanması

ÖZ

Bireyin formal öğrenme yaşantılarına rehberlik etmek ise öncelikle öğretmenlerinin görevidir. Bireylerin uygun mesleği seçmeleri kişisel benlik algılarıyla ilgilidir. Bu çalışmada öğretmen adaylarının mesleki benlik saygılarının açıklanmasında cinsiyet, öğretmen öz-yeterlik algısı, devam edilen programdan duyulan memnuniyet düzeyi ve programa girmedeki istek sırasının ne derece etkili olduğunun ortaya konulması amaçlanmış ve tarama yöntemi kullanılmıştır. Veri toplamak amacıyla Mesleki Benlik Saygısı Ölçeği, Öğretmenlerin öğretmenliği etkili ve verimli bir şekilde yapabileceklerine ilişkin inanç düzeylerini belirlemek amacıyla "Öğretmen Öz Yeterlilik Algı Ölçeği" ve devam edilen programdan duyulan memnuniyet düzeyi ile bölüme girmekteki istek sırasını belirlemek amacıyla araştırmacılar tarafından geliştirilen kişisel bilgi formu kullanılmıştır. Bu çalışma sonucunda öğretmen adaylarının mesleki benlik saygılarının önemli bir yordayıcısının devam ettikleri bölüme ilişkin memnuniyet düzeyi olduğu ortaya konulmaktadır. Ayrıca öğretmen adaylarının öğretmenlik öz-yeterliklerinin mesleki benlik saygılarını anlamlı olarak yordadığı görülmektedir. Bu bağlamda öğretmen yetiştirme sürecinde adayların öz yeterlik algılarının yükseltilmesine yönelik hizmetler mesleki benlik saygısnın yükselmesini sağlayabilir.

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INTRODUCTION

In today's world, all parents are teaching their children, all masters are teaching their apprentices and teachers are teaching their students. The phenomena of learning and teaching are apparent at all moments of our lives. However, it is teachers' duty to guide individuals' formal learning experiences.

A teacher can be described as a person who guides or directs children's or youths' learning experiences at an educational institution by means of his/her knowledge, manner and experience. The person who leads the way to learning is the teacher. The teacher arranges learning experiences through making use of various methods and techniques, and evaluates if the students have acquired terminal behavior or not.

Teachers are expected to love their vocation, be equipped with the necessary professional knowledge and skills, be open to innovation and be creative. They constantly interact with people around them. They accept learning as a habitual activity and they enjoy teaching their students what they know. So, teaching is an ideal vocation for those who love people, and who enjoy learning and teaching. Vocation plays an important role for people in terms of leading their lives and having individual happiness (Ünal & Şimşek 2008). It is about individuals' sense of self if they choose the suitable vocations or not. Individual sense of self is about how individuals behave, how they perceive themselves, how the people around them behave them and if they are successful at something or not (Işık 2006). All individuals should consider their qualities while choosing a vocation. This is because they should assess the possible professions from various aspects and tend towards one that has more desired points than undesirable ones in terms of their own needs (Kuzgun 1983). It is necessary for all individuals to assess how much the profession to be chosen harmonizes with themselves in terms of their qualities. If this is not considered, professions may harm both the individual and society. People who choose professions like teaching that play a crucial role in shaping societies should absolutely love their professions and have the necessary qualities for the profession (Ünal & Şimşek 2008). At the end of the study carried out by Sayın (2003), it has been found out that there is a statistically important difference between teacher candidates' attitudes towards teaching and professional self-esteem according to their departments.

Teachers' personal qualities and skills about inter-personal relations also affect students' self-esteem. The fact that teachers have a high level of individual self-esteem has a great impact on their being more successful and active at their profession, and also helps children improve their self-esteem (Demir, Gürsoy & Ada 2011). According to Arıcak (1999), vocational self-esteem is the judgment of value developed by the individual towards the profession s/he has chosen.

Vocational self-esteem puts forth to what extent an individual sees his/her profession valuable, respectful and important (Arıcak 1999, pp. 93).

It can be said that the factors that play an important role in teachers' perceiving their vocation as a respectful one and being successful are professional self-esteem together with their belief of self-efficacy. Teacher's self-efficacy is a concept that is closely related to the teacher's effectiveness or successful teaching. In one sense, it means a teacher's belief in himself/herself to plan and fulfill the necessary ideas and activities in order to accomplish his/her responsibilities (Goddard, Hoy & Woolfolk-Hoy 2004).

An individual's perception of self-efficacy has a great impact on his/her perception, motivation and performance. Individual's affective and cognitive behaviours depend on their beliefs (Bandura 1995). The concept of self-efficacy relies upon Bandura's Social Learning Theory. Self-efficacy includes one's judgments about fulfilling a task. It is stated that the belief of self-efficacy is determined by factors such as past experiences (success or failure), experiences depending on observation (witnessing others' successes and failures), the process of persuasion (by family, group of friends and colleagues), cognitive experience (experiencing intense feelings such as excitement or fear) (Akkoyunlu & Orhan 2003). In the study carried out by Luzzo (1993) with university students in order to examine relation between self-efficacy and individuals' attitudes and skills to decide on their professions, it has been found out that there is a positive relationship between individuals' self-efficacy and their attitudes to decide on their professions while there is not a significant relationship between self-efficacy and individuals' skills to decide on their professions.

Within this framework, it can conclude that vocational self-esteem, which is very important for individuals to do their jobs successfully and harmoniously, is also closely related to an individual's belief in self-efficacy perceived by the individual about his/her profession. Moreover, it is expected that individuals have a higher level of self-esteem about the vocations which they have chosen and been doing voluntarily.

Purpose and Importance of the Study
It is considered beneficial to examine the vocational self-esteem of university students attending educational faculties, teacher candidates, and the factors which make a difference in their vocational self-esteem. From this point of view, this study aims at setting forth to what extent gender, perception of self-efficacy about teaching, level of satisfaction about the department and the order of choice to enter the program are influential on explaining vocational self-esteem of teacher candidates.

Problem
This study tries to answer the below-mentioned question: "To what extent can the level of teacher candidates' vocational self-esteem be predicted by gender, perception of self-efficacy about teaching, the level of satisfaction about the department and the order of choice to enter this program?"

METHODOLOGY

Research Design and Procedure
Relational scanning model has been used in this study as it aims to depict the existing situation as it is. Within the framework of scanning method, the event, individual or object which is the subject of the study is depicted in its natural environment (Karasar 1991).

Sample
The sample of this study is composed of 301 teacher candidates who were attending a University, Faculty of Education during 2011-2012 educational year spring term. The participants were chosen through purposeful sampling method. 176 (% 58,5) of the participants were female while 125 (% 41,5) of them were male. While two of the participants didn't state their grade, 39 (% 13) of them were first grade, 38 (% 12,6) of them were second grade, 146 (% 48,5) of them were third grade and 76 (% 25,2) of them were fourth grade students. The observations of eight participants who have not answered most of the items in the scale have not been included in the analysis and they have been discarded from the data set and analysis have done with 287 case after extracting outliers

Table 1. *The Departments of Students*

Department	Number of Students	Percentage (%)
Social Sciences Teaching	77	25
Computer Education and Instructional Technology	12	4
Primary School Teaching	51	17
Science Teaching	33	11
Pre-school Teaching	42	14
Primary Mathematics Teaching	27	9
Mathematics Teaching Turkish Teaching	59	20
Total	301	100

Before starting the study, the necessary permissions from participants' departments were taken for research and the research was done in classes. The implementations were done by the researchers. Before the implementations, teacher candidates were given information about the aim of the study and only volunteers were included in the study.

Instruments

Vocational Self-Esteem Scale

Vocational Self Esteem Scale is a likert style scale developed by Arıcak (2001) for individuals older than 17 in order to measure the respect towards a profession possessed by individuals who have chosen a profession, are receiving vocational education or carrying out a profession. The scale included 30 items in total, 14 of which are marked normal and 16 of which are marked in reverse. The possible lowest point to be obtained from the scale is 30 while the possible highest point is 150. At the end of the reliability studies, the internal consistency reliability co-efficient of the scale is calculated as .93.

Teacher Self-Efficacy Belief Scale

Teacher self-efficacy beliefs scale is developed by Erdem and Demirel (2007). The teacher self-efficacy beliefs scale consists of 28 items that are scored using 5- point Likert type scale. It was reported that the scale has a single-factor model (Erdem & Demirel, 2007).

The Cronbach alfa internal consistency coefficient of "*Teacher Self-Efficacy Belief Scale*" developed to determine the level of teachers' beliefs about teaching effectively is calculated to be .92. Exploratory factor analysis showed that the one-dimensional solution is adequate to explain the inter-correlation between variables. (Erdem & Demirel 2007).

Individual Information Form

An individual information form developed by the researchers in order to determine the level of satisfaction about the departmental programs and the order of choice to enter the program, which are predictors of the study, has been used. The questions included in the individual information form have been presented to the teacher candidates at the beginning of the scales.

Analysis of the Data

The data collected from volunteer teacher candidates have been entered to computer and analyzed by means of regression method with SPSS 15.00 in order to answer the sub-problems of the study. The observations of eight participants who have not answered most of the items in the scale have not been included in the analysis and they have been discarded from the data set. Before the analysis, an appointment has been carried out by means of EM logarithm for the lost data. When it has been checked outliers within the data set, five of the observations having extreme value have been discarded from the data set. Within this framework, analysis has been carried out with 288 observations that have undergone empty data appointment. When the data set has been examined if it provides normal distribution, which is a fundamental premise of regression

analysis, it has been concluded that the points of professional self-esteem which is the dependent variable of the study have a normal distribution. Moreover, before regression analysis, Pearson correlation co-efficient have been calculated in order to put forth the relations between the variables.

RESULTS

The result of the Pearson correlation co-efficient analysis carried out to calculate the relations between the predicted and predictor variables of the study are given in Table 2.

Table 2. *Correlations Between Variables*

Variables	1	2	3	4	5
1.Gender	1	.126(*)	.108(*)	.043	-.055
2.Professional Self-Esteem		1	.474(**)	.545(**)	.413(**)
3.Perception of Self-Sufficiency about Teaching			1	.206(**)	.200(**)
4.Level of Satisfaction about the Departmental Programme				1	.366(**)
5.The Order of choice to Enter the Programme					1

** p 0.01

According to Table 2, the variable that has the highest correlation with the teacher candidates' professional self-esteem is the level of satisfaction about the department. There is a statistically important relationship between professional self-esteem and the level of satisfaction about the departmental program (r=.55,p<.01). Apart from this, it has been found out that there is an important positive relation between teacher candidates' professional self-esteem and perception of self-efficacy about teaching (r=.47 p<.01) and the order of choice to enter the department (r=.41, p<.01). The variable that has the lowest level of relation with the professional self-esteem which is the predicted variable of the study is gender (r=.27, p<.05).

Table 3. *The Result of Stepwise Regression Analysis Carried Out to Predict the Teacher candidates' Professional Self-Esteem*

Variables	B	SE	β	R	R^2	F	p
Constant	67.873	3.847					
Satisfaction	11.984	.978	.587	.587	.344	150.15	.000
Fixed	21,650	5.572					
Satisfaction	10.281	.853	.503	.722	.522	155.42	.000
Perception of Self-Sufficiency about Teaching	.464	.045	.429				
Fixed	16.723	5.419					
Satisfaction	8.781	.867	.401				
Perception of Self-Sufficiency about Teaching	.435	.044	.353	.750	.563	121.94	.000
Order of choice	3.790	.732	.196			8	

Stepwise regression analysis has been carried out to determine to what extent the professional self-esteem, which is the dependent/predicted variable of the study, is explained by the level of satisfaction about the departmental program, perception of self-efficacy about teaching, the order of choice to enter the program and gender. At the end of the analysis, it has been found out that the variable that has a meaningful contribution to the model at the first step is the level of satisfaction about the departmental programs of teacher candidates (R=.59, R^2=.34, $F_{(1,286)}$=150,148, $p<.001$). The second one is the perception of self-efficacy about teaching (R=.72, R^2=.52, $F_{(2,285)}$=155,418, $p<.001$) and the third one is the order of choice to enter the program decided by the teacher candidates (R=.75, R^2=.56, $F_{(3/284)}$=121,948 $p<.001$). On the other hand, the variable of gender has not entered the model.

According to Table 3, when the strength of prediction possessed by the predictor variables included in the analysis about predicting the teacher candidates' professional self-esteem is considered, it has been found out that the level of satisfaction about the departmental program predicts % 34 of the variance included in the points of professional self-esteem (*β=.587, p<.01*). The perception of self-efficacy about teaching, which provides the second most important contribution to the model, together with the level of satisfaction about the departmental program predicts the % 52 of the professional self-esteem (*β=.429, p<.01*). the order of choice to enter the program, which enters the model as the most important variable, together with the satisfaction about the departmental program and the perception of self-efficacy about teaching predicts % 56 of the variance included in the points of vocational self-esteem (*β=.196,*

p<.01). Within this framework, the predicting variables of the study which can be listed as the satisfaction about the departmental program, perception of self-efficacy about teaching and the order of choice to enter the program, are significant predictors of vocational self-esteem.

DISCUSSION and CONCLUSION

At the end of this study, it can be stated that an important predictor of teacher candidates' professional self-esteem is the level of satisfaction about their departmental programs. The undergraduate education prepares the students for the profession of teaching not only academically but also socially and psychologically. Because of this reason, it is an already-expected result that the level of satisfaction about the departmental programs significantly predicts teacher candidates' professional self-esteem. It is stated that vocational self-esteem, which means an individual's judgment about the value of his/her profession (Arıcak 1999), is the pre-requisite of professional harmony and satisfaction (Arıcak & Dilmaç 2003). Within this context, it is considered important that teaching programs are good enough to meet the needs of teacher candidates, which they support those teacher candidates' development and harmony, and finally that teacher candidates are happy with these programs.

Another finding obtained at the end of the study is that teacher candidates' perception of self-efficacy about teaching significantly predicts their professional self-esteem. Perception of self-efficacy about teaching, which can be defined as teacher candidates' belief in planning and implementing the necessary ideas and activities in order to fulfill their responsibilities (Goddard, Hoy & Woolfolk-Hoy 2004), predicts the professional self-esteem positively. It is expected that when teacher candidates have a high level of perception of self-efficacy about teaching, they believe that they will be able to do and be successful at their profession in the future, they perceive their profession more positively and so they have a high level of vocational self-esteem. In parallel with the result obtained at the end of this study, Dilmaç, Çıkılı, Işık and Sungur (2009) as well as Girgin, Akamca, Ellez and Oğuz (2010) have stated that there is a positive relationship between attitude towards teaching as a profession and vocational self-esteem while İncik & Kılıç (2014) have stated that there is a positive relation between teacher candidates' perception of self-efficacy and professional self-esteem. Moreover, in a study carried out by Gibson and Dembo (1984), it has been found out that teachers with low level of belief in self-efficacy prefer large group teaching, they criticize more and teach more voluntarily when they encounter any failure.

In this context, it can be stated that teacher candidates who have a high level of perception of self-efficacy accordingly have a high level of professional self-esteem. In other words, when individuals who carry out a profession or who get prepared for a profession believe that they can do their job successfully, their perception of value related to their profession increases, as well.

Another finding obtained from this study is about the rank of teacher candidates' choice to attend their current departmental programs. Depending on this result, it can be concluded that teacher candidates who have chosen teaching in the first ranks have a higher level of professional self-esteem. Furthermore, it is expected that those teacher candidates have a higher level of professional self-esteem as they have chosen teaching as a profession after getting to know the profession, and so they have an affective and cognitive tendency to the profession.

On the other hand, it has been concluded at the end of this study that the variable of gender does not significantly predict teacher candidates' self-esteem. Various other studies carried out on this topic have also shown that the variable of gender has nothing to do with teacher candidates' professional self-esteem (İncik & Kılıç 2014). However, there are also some other studies that have concluded that there is a relation between gender and professional self-esteem. For instance, at the end of the studies carried out by Arıcak and Dilmaç (2003) as well as Civitci (2010) with prospective psychological counselors, it has been found out that female participants have a higher level of professional self-esteem than male participants. The study carried out by Öz, Gümüş and Kırımoğlu (2011) has shown that prospective special education teachers' professional self-esteem does not differ according to the gender while prospective physical education teachers' who are male have a higher level of professional self-esteem than the female ones. Although this case hints that there may be differences in teacher candidates' self-esteem according to the branch of teaching, it should be underlined that the sampling of this study also includes teacher candidates from different branches. Therefore, the finding of this study that the level of teacher candidates' professional self-esteem is not significantly predicted by gender can be explained by this quality of the sampling.

Recommendation

To sum up, the level of satisfaction about the departmental program, perception of self-efficacy about teaching and the order of choice to enter the program significantly predict teacher candidates' professional self-esteem while the variable of gender does not significantly predict the professional self-esteem and so has been disregarded from the model at the end of the analysis. It is quite important that those people who currently carry out or get prepared for the

profession of teaching have a high level of professional self-esteem as teaching is a profession that depends on helping others, that plays a crucial role in bringing up future generations and preparing them for their future lives as a healthy individual, and accordingly that has a great contribution to both individual and social lives. Those who have a high level of professional self-esteem have more satisfaction with their professions (İncik & Kılıç 2014).

Furthermore, it is expected that people who are at peace with their professions and value what they are doing to a great extent will be more successful at their professions. Because of this reason, it is considered important to increase the professional self-esteem of teacher candidates during their education. As is clear from the result of the study, it is expected that teacher candidates who have chosen teaching voluntarily and who have chosen teaching as a profession in the first ranks have a higher level of professional self-esteem. In this context, it is considered important that within the framework of professional guidance studies to direct students towards a profession at secondary school, students should be informed in detail about the profession they will choose and they know the departmental program they will attend at university and the profession they will get at the end of university education. When students start university education feeling ready for the profession of teaching or any other profession mentally and morally, they likely have a higher level of harmony with their professions and thus they have a greater satisfaction during the professional training as well as professional life. As a result, professional guidance services at all levels of education during the orientation about university are accepted to be quite important.

Moreover, it is clear from this study that teacher candidates' perception of self-efficacy about teaching significantly predicts their professional self-esteem. In this context, during the period of bringing up a teacher, services focusing on increasing teacher candidates' perception of self-efficacy will automatically increase their professional self-esteem.

Finally, this study has also examined individual variables about predicting their professional self-esteem. It can be stated that some environmental factors also predict an individual's professional self-esteem. In this context, some variables such as the content of the curriculum of professional education, employment conditions, working conditions, the ratio of teachers' appointment, the university's social and academic conditions, the city where the university is located can be examined in further studies.

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ÖZET

Yaşadığımız çevrede her an ana-baba çocuklarına, usta çırağına, öğretmenler öğrencilerine sürekli yeni bilgiler öğretmektedir. Öğretme ve öğrenme durumu yaşamımızın her anında söz konusudur. Bireyin formal öğrenme yaşantılarına rehberlik etmek ise öncelikle öğretmenlerinin görevidir. Öğretmenlerin işini seven, mesleği için gerekli bilgi ve beceriyle donanmış, sürekli yeniliğe açık, yaratıcı kişiler olması beklenir. Meslek, bireylerin yaşamlarını sürdürmeleri ve kişisel mutlulukları boyutunda önemli bir role sahiptir (Ünal ve Şimşek, 2008). Bireylerin uygun mesleği seçmeleri kişisel benlik algılarıyla ilgilidir. Kişisel benlik algısı, bireylerin nasıl davranacağı, kendilerini nasıl algıladıkları, çevrelerinin onlara nasıl davrandıklarının yanı sıra herhangi bir konuda başarılı olup olmamalarıyla ilgilidir (Işık, 2006). Öğretmenin kişilik yapısı ve kişiler arası ilişkilerdeki becerisi öğrencilerin benlik saygılarını da etkilemektedir. Öğretmenin kişisel benlik saygısının yüksek olması öğretmenin iş yaşamında daha başarılı ve aktif olmasında etkili olmakta ve çocuğun benlik saygısının da olumlu yönde gelişmesini desteklemektedir (Demir, Gürsoy ve Ada, 2011). Bireyin öz yeterlik inancı onun algısını, motivasyonunu ve performansını oldukça etkilemektedir. Bireylerin duyuşsal ve bilişsel davranışları inandıklarına dayanmaktadır (Bandura, 1995). Bu çerçevede bireylerin mesleklerini başarılı ve uyumlu bir şekilde sürdürebilmeleri açısında oldukça önemli olan mesleki benlik saygısının, bireyin mesleğine ilişkin algıladığı öz yeterlik inancı ile de yakından ilişkili olduğu düşünülebilir. Ayrıca kişilerin isteyerek seçtikleri ve devam ettirdikleri mesleklere ilişkin benlik saygılarının daha yüksek olması beklenebilir.

Bu çalışmada Eğitim fakültesinde öğrenim görmekte olan öğrencilerin mesleki benlik saygılarının ve mesleki benlik saygıları üzerinde farklılık yaratan etmenlerin incelenmesinin yararlı olacağı düşünülmektedir. Bu düşünceden hareketle, bu çalışmada öğretmen adaylarının mesleki benlik saygılarının açıklanmasında cinsiyet, öğretmen öz-yeterlik algısı, devam edilen programdan duyulan memnuniyet düzeyi ve programa girmedeki istek sırasının ne derece etkili olduğunun ortaya konulması amaçlanmıştır. Bu kapsamda "Öğretmen adaylarının mesleki benlik saygısı düzeyleri cinsiyet, öğretmen öz-yeterlik algısı, devam edilen programdan duyulan memnuniyet düzeyi ve programa girmedeki tercih sırası değişkenlerince ne derecede yordanmaktadır?" sorusuna yanıt aranmaktadır.

Bu çalışmada var olan durumun olduğu şekliyle betimlenmesi amaçlandığından tarama yöntemi kullanılmıştır. Tarama yönteminde araştırmaya konu olan olay, birey ya da nesne kendi koşulları içinde olduğu gibi tanımlanmaya çalışılır (Karasar 1991). Araştırmanın çalışma grubunu amaçlı örnekleme yoluyla seçilen 2011-2012 bahar döneminde bir devlet üniversitesinde Eğitim Fakültesine devam eden 301 öğretmen adayı oluşturmaktadır. Veri toplamak amacıyla Mesleki Benlik Saygısı Ölçeği, Öğretmenlerin öğretmenliği etkili ve verimli bir şekilde yapabileceklerine ilişkin inanç düzeylerini belirlemek amacıyla "Öğretmen Öz Yeterlilik Algı Ölçeği" ve araştırmanın yordayıcı değişkenleri

olarak devam edilen programdan duyulan memnuniyet düzeyi ile bölüme girmekteki istek sırasını belirlemek amacıyla araştırmacılar tarafından geliştirilen sorulardan oluşan kişisel bilgi formu kullanılmıştır. Araştırmanın alt problemlerine yanıt aramak üzere adımsal (stepwise) regresyon analizi yöntemi ile analizler gerçekleştirilmiştir. Ayrıca regresyon analizi öncesinde değişkenler arasındaki ilişkilerin ortaya konulmasında pearson korelasyon katsayıları hesaplanmıştır.

Öğretmen adaylarının mesleki benlik saygıları ile en yüksek korelasyona sahip olan değişken devam ettikleri programa ilişkin memnuniyet düzeyleridir. Mesleki benlik saygısı ile devam edilen programa ilişkin memnuniyet düzeyi arasında pozitif yönde anlamlı bir ilişki bulunmaktadır (r=.55,p>.01). Çalışmanın bağımlı/yordanan değişkeni olan mesleki benlik saygısının devam edilen programdan duyulan memnuniyet düzeyi, öğretmen öz yeterlik algısı ve programa girmedeki istek sırası ile cinsiyet açısından ne derece açıklandığının belirlenmesinde adımsal regresyon analizi kullanılmıştır. Analiz sonucunda modele birinci adımda anlamlı katkı sağlayan değişken öğretmen adaylarının devam ettikleri programdan duydukları memnuniyet düzeyidir (R=.59, R^2=.34, $F_{(1/286)}$=150,148, $p<.001$). İkinci sırada ise öğretmen öz yeterlik algısı (R=.72, R^2=.52, $F_{(2/285)}$=155,418, $p<.001$) ve üçüncü sırada da öğretmen adaylarının bölümü tercih etmedeki istek sırası değişkeni yer almış (R=.75, R^2=.56, $F_{(3/284)}$=121,948 $p<.001$) ve modele anlamlı katkı sağlamışlardır. Cinsiyet değişkeni ise yapılan analiz sonucunda modele girmemiştir. Çalışmanın yordayıcı değişkenleri olan devam edilen programdan duyulan memnuniyet, öğretmen öz yeterlilik algısı ve programa girmedeki istek sırası mesleki benlik saygısının önemli yordayıcılarıdır.

Bu çalışma sonucunda öğretmen adaylarının mesleki benlik saygılarının önemli bir yordayıcısının devam ettikleri bölüme ilişkin memnuniyet düzeyi olduğu ortaya konulmaktadır. Mesleğe hazırlanma sürecinde üniversitede alınan lisans eğitimi sadece akademik bağlamda değil aynı zamanda öğrencileri sosyal ve psikolojik olarak da öğretmenlik mesleğine hazırlamaktadır. Öğretmen adaylarının mesleklerini asıl tanıdıkları sürecin bu dönem olduğu düşünülebilir. Dolayısıyla okudukları bölümle ilgili memnuniyet düzeylerinin öğretmen adaylarının mesleki benlik saygılarını anlamlı olarak yordaması beklendik bir sonuçtur. Çalışma sonucunda elde edilen bir diğer bulgu ise öğretmen adaylarının öğretmen öz yeterlik algılarının mesleki benlik saygılarını anlamlı olarak yordamasıdır. Öğretmen adaylarının sorumluluklarını yerine getirmek için gerekli düşünceleri ve eylemleri planlayıp uygulayabileceğine olan inancını ifade eden öğretmen öz yeterlilik algısı (Goddard, Hoy ve Woolfolk-Hoy, 2004) mesleki benlik saygılarını pozitif yönde yordamaktadır.

Bu çalışmadan elde edilen bir diğer bulgu ise öğretmen adaylarının öğretmenlik devam ettikleri bölümü tercih sıralarıdır. Bu sonuca dayalı olarak öğretmenlik mesleğini öncelikli olarak tercih eden adaylarda mesleki benlik saygısının daha yüksek olduğu ifade edilebilir. Ayrıca bu adayların öğretmenlik mesleğini tanıyarak ve öncelikli olarak tercih etmeleri nedeni ile mesleğe bilişsel ve

duygusal olarak olmaları nedeniyle de mesleki benlik saygılarının daha yüksek olması beklenebilir.

Çalışmada ele alınan cinsiyet değişkeni ise öğretmen adaylarının mesleki benlik saygılarını anlamlı olarak yordamamıştır. Bu konuda yapılan benzer çalışmalarda da cinsiyet değişkeninin öğretmen adaylarının mesleki benlik saygısı ile ilişkili olmadığı sonucu ortaya konulmuştur (İncik ve Kılıç, 2014).

Yaptığı işle barışık olan ve mesleğine yüksek düzeyde değer atfeden kişilerin mesleklerinde daha başarılı olmaları beklenir. Dolayısıyla öğretmen adaylarının yetiştirilmesinde mesleki benlik saygılarının artırılması önemli görülmektedir. Çalışmanın sonucundan anlaşıldığı üzere, öğretmenlik mesleğini isteyerek seçen ve öncelikli tercihleri öğretmenlik mesleği olan adayların mesleki benlik saygılarının daha yüksek olması beklenmektedir. Bu bağlamda ortaöğretim döneminde yapılan mesleki rehberlik çalışmalarında öğrencilerin yönlendirilme sürecinde seçecekleri meslekle ilgili ayrıntılı olarak bilgilendirilmeleri ve üniversitede devam edecek programı, sonunda elde edecekleri mesleği ayrıntılı olarak tanımaları önemli görülmektedir. Ayrıca öğretmen adaylarının öğretmenlik öz-yeterliklerinin mesleki benlik saygılarını anlamlı olarak yordadığı görülmektedir. Bu bağlamda öğretmen yetiştirme sürecinde adayların öz yeterlik algılarının yükseltilmesine yönelik hizmetler beraberinde mesleki benlik saygılarının yükselmesini sağlayabilir.

Bu çalışmada mesleki benlik saygısının yordanmasına yönelik kişisel değişkenler ele alınmıştır. Bununla birlikte çevresel bazı özelliklerin de bireyin mesleki benlik saygısını yordayabileceği düşünülebilir.