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#### **GEOGRAPHY TEACHER CANDIDATES' VIEWS ABOUT THE REASONS FOR CHOOSING THE TEACHING AS A PROFESSION**

##### **ABSTRACT**

This study was conducted to determine the factors affecting geography teacher candidates to choose the teaching as a profession. 161 students, studying at the Department of Gazi University Faculty of Education in 2010-2011 Academic Year, have participated. General Survey Model was used in the study. Beside the descriptive statistic, the t-test and one way variance analysis (ANOVA) were used in the analysis of data. According to the results reached by the study, it can be said that the vast majority of geography teacher candidates participating the study chose teaching 'consciously'. An important part of geography teacher candidates' have expressed that they have fear of not having a job after graduation. In addition, the views of geography teachers for choosing teaching as a profession did not differ significantly according to the variables of "gender", "class level", "family income" and "residential unit".

**Keywords:** Geography Teacher, Geography Teacher Candidates, Teaching Profession, Teacher Education, Preference

#### **COĞRAFYA ÖĞRETMEN ADAYLARININ ÖĞRETMENLİK MESLEĞİNİ TERCİH NEDENLERİNE İLİŞKİN GÖRÜŞLERİ**

##### **ÖZET**

Bu araştırma coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etmelerinde etkili olan faktörlerin saptanması amacıyla yapılmıştır. Araştırmaya 2010-2011 eğitim-öğretim yılında Gazi Üniversitesi Gazi Eğitim Fakültesi Coğrafya Öğretmenliği Bölümünde öğrenim gören 161 öğrenci katılmıştır. Araştırmada Genel Tarama Modeli kullanılmıştır. Verilerin analizinde betimsel istatistiklerin yanında t-testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Araştırmada ulaşılan sonuçlara göre; araştırmaya katılan coğrafya öğretmen adaylarının büyük bir çoğunluğu öğretmenliği "bilinçli" olarak seçtiği söylenebilir. Coğrafya öğretmen adaylarının önemli bir kısmı mezun olduktan sonra iş bulamama korkusu yaşadıklarını ifade etmişlerdir. Ayrıca bu araştırmada coğrafya öğretmen adaylarının öğretmenliği tercih etme nedenlerine ilişkin görüşleri "cinsiyet", "sınıf düzeyi", "ailelerinin gelir durumu" ve "yerleşim birimi" değişkenlerine göre anlamlı farklılık göstermemiştir.

**Anahtar Kelimeler:** Coğrafya Öğretmeni, Coğrafya Öğretmen Adayları, Öğretmenlik Mesleği, Öğretmen Eğitimi, Tercih

## 1. INTRODUCTION (GİRİŞ)

The teaching profession is an occupational field in occupational status based on specialty knowledge and skills in the areas of social, cultural, economical, scientific and technological dimensions, related to the education sector, requiring academical work and professional formation (Alkan and Hacıoğlu, 1997).

Throughout history, the teaching profession often stated that a positive value for every individual in society, identity, group, organization, event and phenomenon in the context of the relationship between activity-passivity. Accordingly, teachers have always become the identity constructors of their communities in terms of social-cultural-national, strategic support elements, social-cultural legacy carriers and the human resources provider of the socialization of the individual. For this reason, they have been admitted as the material and spiritual architects of the societies. Because the teachers almost in every society have a degree above the general competence threshold in society in terms of intellectual, cultural, behavioral competence and their social roles becomes effective enough to leave 'trail' along the lines of the life of all members of society and now as in the past they, they play an important role in creating an area of acceptance in society for the values of established system. Throughout history, the values that represent teachers have been the values that feeding the world of feeling and thought of the living generation and the next generation significantly (Övet, 2006).

Today's society is the projection of yesterday's teacher. Because in the history of societies, there has been a significant and positive relationship between the attitude-value-thinking structure of each generation and the world of feeling and thought of the previous generation teacher. Accordingly, the question of "How are today's teachers?" is the key question in the projections of how a society will be in the future. This simulation relationship between the teachers of a society and its future is among the basic features which make this profession and its members indispensable (Özpolat, 2005).

Enjoying the teaching profession can be said to be a prerequisite for the students, studying at faculties of education and will be the teachers of future, to carry out their profession successfully. Teachers' attitudes towards their profession have great importance for the fulfillment of the teaching profession.

Based on related researches, Boz and Boz (2008) stated the reasons for choosing the teaching profession of teacher candidates are usually collected in three main categories. They are:

- **Reasons Arising From Self-Sacrifice:** These reasons include factors such as teaching profession is seen as an important and necessary profession for society and the desire to be useful for the society.
- **Internal Reasons:** This category contains the activities included mostly the business of teaching and the states about the nature of teaching. The pleasure of teaching and the desire to work with children are the examples of this group.
- **External Reasons:** Among these reasons, the external factors are mentioned. As an example, external factors such as teachers' having long summer holidays, their salaries, their status in society, their possibility of finding a job are within this group.

Three different programs to train teachers of geography are applied in Turkey today. The first of these, Faculty of Education program lasts for five-year. Students attending the five-year program in the Faculty of Education Teacher Training in Geography have receive teaching vocational classes in conjunction with Field and General Cultural classes from the first grade classes. Second, it is the program that the Faculty of Education students study the first 3,5 years of a five-year at Arts and Sciences /Faculty of Arts Departments of Geography, and the last 1,5 years they continue at Education Faculties. In this program, students receive Teaching Professional Information courses at the Branches of Education Faculty Geography Teaching after completing 3.5 years of the Field and General Culture courses at Departments of Geography of Arts and Sciences / Faculty of Arts since the ninth semester, at the last 1.5 years. The third is Secondary Education Social Studies Education, Geography Education, Master of Science program attended by graduates of the Faculty of Arts and Sciences Department of Geography according to the scores of Undergraduate graduation and ALES (Academic and Graduate Education Entrance Exam), opened at the Institutes of Educational Sciences or Social Sciences of universities, lasts for a year. In this program, when students can join the Master's degree program, they take the Teaching Professional Information courses as little as a year and if they graduate the program, they win the right to be a geography teacher (Sezer, Pınar and Yıldırım, 2010:45).

## 2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

Studies investigating the reasons for choosing the teaching profession teacher candidates in Turkey are limited (Özsoy and others, 2010; Eş, 2010; Eskicumalı, 2002; Erdem and Şimşek, 2000; Ubuz and Sarı, 2009; Boz and Boz, 2008). However, the number of the studies of abroad on this subject is greater (Chuene, Lubben and Newson, 1999; Kyriacou and Coulthard, 2000; Papanastasiou and Papanastasiou, 1997; Chivore, 1988; Book and Freeman, 1986; Brown, 1992; Yong, 1995). Some studies revealing the attitudes of Geography teacher candidates' toward the teaching profession have been done (Alım and Bekdemir, 2006; Sezer, Pınar and Yıldırım, 2010). But, any researches setting out the reasons for choosing the teaching profession of the candidates of geography teachers have not been done yet. Therefore, this research is thought to fill a gap in the field of geography education and contribute. The aim of the study is to reveal which factors affecting the candidates of geography teachers to choose teaching as a profession. Within the framework of this general objective, answers for the following questions were sought:

- What are the views of the candidates of geography teachers about the reasons for choosing the teaching profession?
- Is there any significant difference between the geography teacher candidates' views about the reasons for choosing the teaching as a profession and "gender" variable?
- Is there any significant difference between the geography teacher candidates' views about the reasons for choosing the teaching as a profession and "grade level" variable?
- Is there any significant difference between the geography teacher candidates' views about the reasons for choosing the teaching as a profession and "family income status" variable?

- Is there any significant difference between the geography teacher candidates' views about the reasons for choosing the teaching as a profession and "residential unit" variable?

### 3. METHOD (YÖNTEM)

This research is a *general survey model*. Survey models are the approaches describing the interaction between attitudes by taking current events relations and conditions at an earlier event into account. Survey models are the arrangements of the scan carried out on all of the universe or a group of sample taken from it or carried on samples in a universe composed of many elements (Karasar, 2007).

#### 3.1. Populations and Samples (Evren ve Örneklem)

The population of study consisted of the students studying at the programs of Geography Teacher Education Faculties in Turkey and the sample of it consisted of the students studied at the fall semester of the 2010-2011 school year at the Geography Teacher Education Faculties in Turkey. The distribution of geography teacher candidates participated in the study according to gender and grade are shown in Table 1.

Table 1. The distribution of geography teacher candidates participated in the study according to gender and grade  
(Tablo 1. Araştırmaya katılan coğrafya öğretmen adaylarının cinsiyet ve sınıflara göre dağılımları)

GRADE	MALE	FEMALE	TOTAL	%
1st Grade	23	12	35	21.7
2nd Grade	18	18	36	22.4
3rd Grade	15	16	31	19.3
4th Grade	13	16	29	18.0
5th Grade	13	17	30	18.6
TOTAL	82	79	161	100.0

As shown in Table 1, the total number of the candidates of geography teachers participated in the study are 161. 79 of the candidates of teachers (49.1%) are female and 82 of them (50.9%) are male. 35 of the geography teacher candidates' (21.7%) study in first-grade, 36 of them (22.4%) study in the second grade, 31 of them (19.3%) study in the third grade, 29 of them (18%) study at fourth-class and 30 of them study (18.6%) at the fifth grade.

#### 3.2. Data Collection Tool (Veri Toplama Aracı)

A questionnaire developed by Övet (2006) was used to determine the reasons of choosing teaching training of geography teacher candidates'. The survey was prepared in the form of "totally agree", "agree", "neutral", "disagree" and "totally disagree" in accordance with a five rating. According to expert opinions, the internal reliability coefficient decided to be used in the questionnaire was found (Cronbach Alpha, 82).

#### 3.3. Data Analysis (Veri Analizi)

The data collected during the research process was evaluated by using "SPSS 15.0 for Windows" package program. A table reflecting the

distribution of the views of geography teachers candidates' about the survey of "reasons of choosing teaching profession". In the table, arithmetic mean and standard deviations of the distribution of the views of geography teacher candidates were given for each strategy. The opinions of geography teacher candidates' about the survey of "reasons for choosing the profession of teaching" differs according to gender or not was tested by using "the independent samples t-test". The views of geography teacher candidates' about the survey of reasons for choosing the profession of teaching differs according to "grade level", "family income status" and "residential unit" or not was tested by using "one way variance analysis (ANOVA)". The level of significance was determined as (p).05 for statistical analysis.

#### 4. FINDINGS (BULGULAR)

##### 4.1. Geography Teacher Candidates' Views about the Reasons for Choosing the Teaching as a Profession (Coğrafya Öğretmen Adaylarının Öğretmenlik Mesleğini Tercih Etme Nedenlerine İlişkin Görüşleri)

Distribution of geography teacher candidates' views about the reasons for choosing the teaching as a profession are given in Table 2 below.

Table 2. Distribution of geography teacher candidates' views about the reasons for choosing the teaching as a profession  
(Tablo 2. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebeplerine ilişkin görüşlerinin dağılımı)

The Expressions Field At The Scale	Totally Agree		Agree		Neutral		Disagree		Totally Disagree		$\bar{X}$
	f	%	f	%	f	%	f	%	f	%	
1. I have chosen with the effect of the environment.	3	1.9	29	18.0	7	4.3	56	34.8	66	41.0	3.95
2. I have chosen because my scores were inefficient for other sections at University Exam.	8	5.0	15	9.3	3	1.9	51	31.7	84	52.2	4.16
3. I have chosen because it is satisfactory in economically.	2	1.2	33	20.5	25	15.5	54	33.5	47	29.2	3.68
4. I have chosen because it is a profession appreciated by everyone.	19	11.8	48	29.8	30	18.6	43	26.7	21	13.0	3.00
5. I have chosen because it is the most suitable profession.	58	36.0	59	36.6	19	11.8	17	10.6	8	5.0	3.88
6. I have chosen because I was influenced by my teachers in my school life.	17	10.6	34	21.1	19	11.8	34	21.1	17	10.6	3.34
7. If I re-enter University Exam, I would not chose.	12	7.5	12	7.5	24	14.9	40	24.8	73	45.3	3.93
8. I have chosen because I believed that it would give me happiness.	57	35.4	61	37.9	18	11.2	22	13.7	3	1.9	3.91
9. I have chosen because it has job security.	16	9.9	51	31.7	24	14.9	39	24.2	31	19.3	2.88
10. I have chosen just to make higher education.	1	0.6	10	6.2	18	11.2	60	37.3	72	44.7	4.19

Tablo 2'in devamı

11. I have chosen because it has flexible working hours.	8	5.0	44	27.3	16	9.9	49	30.4	44	27.3	2.52
12. I have chosen for my personal progress as a profession.	42	26.1	63	39.1	32	19.9	19	11.8	5	3.1	3.73
13. I have chosen because one of the teachers close to my environment is a teacher.	4	2.5	15	9.3	19	11.8	54	33.5	69	42.9	1.95
14. I have chosen to have a profession.	20	12.4	64	39.8	13	8.1	27	16.8	37	23.0	2.98
15. I have chosen consciously.	87	54.0	53	32.9	14	8.7	6	3.7	1	0.6	4.36
16. I have chosen to contribute to social progress and development.	59	36.6	73	45.3	19	11.8	8	5.0	2	1.2	4.11
17. I have chosen because of the immediately ready job after my graduation.	6	3.7	30	18.6	41	25.5	52	32.3	32	19.9	2.54
18. I have chosen because one of my family is a teacher.	1	0.6	14	8.7	6	3.7	51	31.7	89	55.3	1.67
19. I have chosen because it has social security.	14	8.7	74	46.0	26	16.1	28	17.4	19	11.8	3.22
20. I have chosen by chance.	3	1.9	11	6.8	8	5.0	41	25.5	98	60.9	4.35
21. I have chosen because I think I can contribute to the education.	58	36.9	68	42.2	22	13.7	10	6.2	3	1.9	4.04
22. I have chosen not to remain idle.	5	3.1	27	16.8	22	13.7	38	23.6	69	42.9	3.86
23. I have chosen because I believe that it is a sacred profession.	62	38.5	63	39.1	21	13.0	7	4.3	8	5.0	4.01
24. I have chosen because I think I have the required skills for the profession.	53	32.9	72	44.7	25	15.5	7	4.3	4	2.5	4.01
25. I have chosen because it is a profession that has strong social aspects.	62	38.5	65	40.4	17	10.6	14	8.7	3	1.9	4.04
26. I have chosen because I love kids.	36	22.4	60	37.3	28	17.4	18	11.2	19	11.8	3.47
27. I have chosen because our education system needs teacher.	35	21.7	44	27.3	28	17.4	32	19.9	22	13.7	3.23

Here are the outstanding findings of the views of geography teacher candidates' about the survey of reasons for choosing teaching profession: 87% of the candidates of geography teachers participated in the study expressed they "agree" the statement of "I have chosen consciously", 82% of them expressed they "agree" the statement of "I have chosen to contribute to social progress and development.", 77% of them expressed they "agree" the statement of "I have chosen because I believe that it is a sacred profession" and 79% of them expressed they "agree" the statement of "I have chosen because I think I can contribute to the education".

86% of the candidates of geography teachers participated in the study expressed they "disagree" the statement of "I have chosen by chance", 84% of them expressed they "disagree" the statement of "I have chosen because my scores were inefficient for other sections at University Exam", 78% of them expressed they "disagree" the statement of

"I have chosen just to make higher education", 76% of them expressed they "disagree" the statement of "I have chosen with the effect of the environment", 70% of them expressed they "disagree" the statement of "If I re-enter University Exam, I would not chose", 66% of them expressed they "disagree" the statement of "I have chosen not to remain idle".

20% of the candidates of geography teachers stated preference for teaching due to "environment", 36% of them due to "their teachers" and 10% of them due to "their family". It can be said according to these results that the vast majority of geography teacher candidates participating in the study has chosen teaching "consciously".

#### **4.2. The Comparison of the Views of Geography Teacher Candidates' about Reasons for Choosing Teaching as a Profession and "Gender" Variable (Coğrafya Öğretmen Adaylarının Öğretmenlik Mesleğini Tercih Etme Sebeplerine İlişkin Görüşlerinin "Cinsiyet" Değişkenine Göre Karşılaştırılması)**

"Independent samples t-test" was used to determine if the views of geography teacher candidates' about the survey of reasons for choosing teaching profession shows any significant difference according to "gender" variable or not and the results are shown in Table 3.

Table 3. The comparison of the views of geography teacher candidates' about the survey of reasons for choosing teaching profession and gender variable

(Tablo 3. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebepleri anketine ilişkin görüşlerinin cinsiyet değişkenine göre karşılaştırılması)

Group	N	$\bar{X}$	Sd	t	df	P
Female	82	94,3902	12,40844	-.728	159	.468
Male	79	95,8987	13,87452			

When Table 3 is examined, there is no significant difference between the views of geography teacher candidates' about the survey of reasons for choosing teaching profession and "gender" variable ( $t_{(159)} = -.728$ ;  $p > 0.05$ ).

#### **4.3. The Comparison of the Views of Geography Teacher Candidates' about Reasons for Choosing Teaching Profession and "Grade Level" Variable (Coğrafya Öğretmen Adaylarının Öğretmenlik Mesleğini Tercih Etme Sebeplerine İlişkin Görüşlerinin "Sınıf Düzeyi" Değişkenine Göre Karşılaştırılması)**

"One-Way Variance Analysis (ANOVA)" was used to determine if the views of geography teacher candidates' about the survey of reasons for choosing teaching profession shows any significant difference according to **grade level** variable or not. Descriptive statistics of geography teacher candidates' about the survey of "reasons of choosing teaching profession" according to grade level were given in Table 4 and the ANOVA results were give in Table 5.

Table 4. Descriptive statistics of geography teacher candidates' views about the survey of reasons for choosing teaching profession according to grade level

(Tablo 4. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebepleri anketine ilişkin görüşlerinin sınıf düzeyine göre betimsel istatistikleri)

Grade	N	M	S
1st Grade	35	98,3714	11,43546
2nd Grade	36	97,1111	11,80019
3rd Grade	31	95,4516	13,84880
4th Grade	29	92,2759	13,69279
5th Grade	30	91,4000	14,49042
Total	161	95,1304	13,12875

Table 5. The ANOVA results of the views of geography teacher candidates' about the survey of reasons for choosing teaching profession according to "grade level" variable

(Tablo 5. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebepleri anketine ilişkin görüşlerinin "sınıf düzeyi" değişkenine göre ANOVA sonuçları)

The Source of Variance	Sum of Squares	df	Mean Square	F	P
Between Groups	1165,863	4	291,466	1,721	,148
Within Groups	26412,398	156	169,310		
Total	27578,261	160			

According to the results of "One-Way Variance Analysis (ANOVA)" in Table 5, statistically there is no significant difference between the views of geography teacher candidates' about the survey of reasons for choosing teaching profession and "grade level" variable ( $F_{(4,156)}=1.721$ ;  $p>.0.05$ ).

#### 4.4. The Comparison of the Views of Geography Teacher Candidates' about the Survey of Reasons for Choosing Teaching Profession and "Family Income Status" Variable (Coğrafya Öğretmen Adaylarının Öğretmenlik Mesleğini Tercih Etme Sebeplerine İlişkin Görüşlerinin "Aile Gelir Durumu" Değişkenine Göre Karşılaştırılması)

"One-Way Variance Analysis (ANOVA)" was used to determine if the views of geography teacher candidates' about the survey of reasons for choosing teaching profession shows any significant difference according to "family income status" variable or not. Descriptive statistics of geography teacher candidates' about the survey of reasons for choosing teaching profession according to family income status were given in Table 6 and the ANOVA results were give in Table 7.



Table 6. Descriptive statistics of geography teacher candidates' about the survey of reasons for choosing teaching profession according to family income

Tablo 6. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebepleri anketine ilişkin görüşlerinin aile gelir durumuna göre betimsel istatistikleri

Income status	N	M	S
Civil servant	28	94,3571	11,59890
Employee	34	91,8824	13,84057
Self-employment	46	96,1957	11,63447
Retired	45	96,4667	14,76113
jobless	8	98,0000	14,00000
Total	161	95,1304	13,12875

Table 7. The ANOVA results of the views of geography teacher candidates' about reasons of choosing teaching profession according to "family income status" variable

Tablo 7. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebeplerine ilişkin görüşlerinin "aile gelir durumu" değişkenine göre ANOVA sonuçları

The Source of Variance	Sum of Squares	df	Mean Square	F	P
Between Groups	573,864	4	143,466	,829	,509
Within Groups	27004,397	156	173,105		
Total	27578,261	160			

According to the results of "One-Way Variance Analysis (ANOVA)" in Table 7, statistically there is no significant difference between the views of geography teacher candidates' about the survey of reasons for choosing teaching profession and "family income status" variable ( $F_{(4,156)} = .829; p > .0.05$ ).

#### 4.5. The Comparison of the Views of Geography Teacher Candidates' about Reasons of Choosing Teaching Profession and "Residential Unit" Variable (Coğrafya Öğretmen Adaylarının Öğretmenlik Mesleğini Tercih Etme Sebeplerine İlişkin Görüşlerinin "Yerleşim Birimi" Değişkenine Göre Karşılaştırılması)

"One-Way Variance Analysis (ANOVA)" was used to determine if the views of geography teacher candidates' about the survey of reasons for choosing teaching profession shows any significant difference according to "residential unit" variable or not. Descriptive statistics of geography teacher candidates' about the survey of reasons for choosing teaching profession according to residential unit were given in Table 8 and the ANOVA results were give in Table 9.

Table 8. Descriptive statistics of geography teacher candidates' views about the survey of reasons for choosing teaching profession according to residential unit

Tablo 8. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebepleri anketine ilişkin görüşlerinin yerleşim birimlerine göre betimsel istatistikleri

Residential unit	N	M	S
City	74	95,6351	13,77468
District	56	94,0536	12,03845
Village	31	95,8710	13,73012
Total	161	95,1304	13,12875

Table 9. The ANOVA results of the views of geography teacher candidates' about the survey of reasons for choosing teaching profession according to "residential unit" variable

Tablo 9. Coğrafya öğretmen adaylarının öğretmenlik mesleğini tercih etme sebepleri anketine ilişkin görüşlerinin "yerleşim birimi" değişkenine göre ANOVA sonuçları

The Source of Variance	Sum of Squares	df	Mean Square	F	P
Between Groups	100,789	2	50,395	,290	,749
Within Groups	27477,472	158	173,908		
Total	27578,261	160			

According to the results of "One-Way Variance Analysis (ANOVA" in Table 9, statistically there is no significant difference between the views of geography teacher candidates' about the survey of reasons for choosing teaching profession and "residential unit" variable ( $F_{(2,158)}=.290$ ;  $p>.0.05$ ).

##### 5. RESULTS AND DISCUSSION (SONUÇLAR VE TARTIŞMA)

It can be said that the vast majority of geography teacher candidates participating in the study has chosen teaching "consciously" when the views of them for choosing teaching profession is examined. 20% of the candidates of geography teachers participated in the study stated preference for teaching due to "environment", 36% of them due to "their teachers" and 10% of them due to "their family". It is seen that they support some of the research results about the reasons for choosing teaching.

In their studies, Özsoy and others (2010) have stated that 67.6% of the teacher candidates prefer teaching consciously, 62.1% of them to contribute social progress, 61.7% of them wishes to contribute to the education.

In their studies of Ubuz and Sarı (2009), among the reasons of choosing the profession of the vast majority of teacher candidates were "University exam result", "Family and environmental impact", "To love children", "Teaching to love" and "Teaching is a sacred profession".

Övet (2006) has reached the result that the teacher candidate of studying group has chosen teaching consciously.

In his study Eskicumalı (2002) has stated the reasons of teacher candidates' choosing teaching profession as my love for kids (23%), working hours, lack of profession, length of vacation time (37.1%), working under state protection / job security (37.1%), teaching is a

profession that does not require much effort and labour (1.4%) and the desire for public awareness / idealism (26%). 36% of 415 students participating the study states that they chose teaching profession by their wish, 8.8% of them by families' request, 17.4% of them by teachers' influence, 20% of them by effect of the environment and colleagues, and 9.5% of them by the guide of their teachers at coaching.

In their studies of Boz and Boz(2008), among the reasons for choosing the teaching profession of the teacher candidates studying at secondary school chemistry and mathematics education, some reasons such as; love for chemistry/math teacher (34%), love to teach (32%), chemistry/math liking (21%), examination system (16%) and contribute to society (13%) are at first row.

In their studies of Gürbüz and Sülün (2004) stated that the candidates of biology teachers prefer biology because they like it.15% of the teacher candidates in this study expressed that their preference for being biology teacher is the job guarantee.

Reid and Caudwell (1997) in his study that internal reasons are more effective for the teacher candidates residing in the United States in choosing teaching profession among the reasons.

Yong (1995), approximately 15% of the teacher candidates teaching in Brunei has shown that they have chosen that profession by necessity, because they have no other choice than teacher.

In that study, 63% of the candidates of geography teacher stated that they "disagree" the statement of "I have chosen because it is satisfactory in economically". In that study, 43.5% of the candidates of geography teacher stated that they "disagree" the statement of "I have chosen because It has job security". These data shows that the candidates of teachers participated in the study don't think teaching is not a profession make you earn good.

In the study of Chivore (1988), "The height of the chance of finding a job" and "income" are observed as an important factor in career choices of candidates in the choose of the teaching profession.

The statement of "I have chosen because of the immediately ready job after my graduation" was the one that they answer as "Neutral" in the survey about the reasons of choosing the teaching profession of geography teacher candidates. An important part of geography teacher candidates' have expressed that they have fear of not having a job after graduation.

Currently in Turkey many teacher candidates including geography teachers have the fear of not being a teacher when they graduate. Teacher candidates who graduated enter a proficiency test under the name of KPSS (Public Personnel Selection Examination) and a limited number of assignments are made according to criteria set by the state. While the number of graduates winning the right to be teachers is increasing, the teacher recruitment cannot be done at the same number because of the effect of new opening universities in Turkey. Thus the number of teachers graduated but the assignment undergone is increasing with each passing year. This negative situation also applies to teachers of geography. Although a part of geography teacher candidates who graduated find the opportunity to work in the private sector, a large part of them expects appointment by the state. Some measures must be taken to resolve these concerns of the teacher candidates that chosen teaching profession

According to the results of the study; the reasons of choosing the teaching profession of geography teacher candidates does not have

significant differences depending on the variance of "gender", "grade level", "family income status" and "residential unit".

#### 6. SUGGESTIONS (ÖNERİLER)

- Even greater emphasis should be given on vocational guidance in Central educational institutions, the importance of the choice of professional occupations and information about them should be explained the students, introductory panels and conferences should be organized for professions. In these studies school guidance services must take an active role and a healthy professional guidance should taken place as a result of school-student-parent co-operation.
- How important profession teaching is for the community should be emphasized, the experiences that will vaccinate the beauty of teaching should be given to the teacher candidates.
- The reasons of the candidates of geography teachers for choosing teaching have been revealed as the sample in this study. the reasons of other branch candidates can be investigated and the results can be compared.

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