Review on Professional Values of Teacher Candidates[1]

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Abstract

This research provides predictable information to decision-makers about which character education approach would choose by a teacher candidate, what values would mainly teach. This research is to aim analysing teacher candidates' Professional values in terms of different variables. The research has been designed as a descriptive survey. The samples were 860 undergraduate students enrolled at a state university in different departments. When obtained data were evaluated, it was found that there was meaningful difference that was in favour of departments having verbal weighted courses between departments in terms of both points of students' the professional values and points of 'being respectful to differences' sub-dimension. It can be stated that reason of this condition has been mentioned human factor as more and versatile in verbal lesson. When the related literature is examined, it is appeared that most of research carried out on teacher candidates interested in relationship between value preference and different variables.

Keywords: professional values, teacher candidates, character education

Öğretmen Adaylarının Mesleki Değerleri Üzerine Bir İnceleme

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Öz

Bu araştırma karar vericilere, öğretmen adaylarının ağırlıklı olarak hangi değerleri öğretecekleri, hangi karakter eğitim yaklaşımını tercih edecekleri hakkında öngörülebilir bilgiler sağlamaktadır. Bu bağlamda, bu araştırma farklı değişkenler açısından öğretmen adaylarının mesleki değerlerini analiz etmeyi hedeflemektedir. Araştırma, betimsel bir araştırmadır. Araştırmanın örneklemi bir devlet üniversitesinde farklı anabilim dallarında öğrenim gören toplam 860 lisans öğrencisidir. Elde edilen bulgular değerlendirildiğinde, hem mesleki değer ölçeğinin toplamından elde edilen puanlar hem de farklılıklara saygı alt boyutundan elde edilen puanlar açısından anabilim dalları arasında sözel ağırlıklı derslere sahip bölümler lehine anlamlı farklılık bulunmuştur. Bu durumun sebebinin, sözel derslerde insan faktörünün daha fazla ve çok yönlü olarak yer alması gösterilebilir. İlgili literatür incelemesinde, çalışmalarının çoğunun genellikle farklı değişkenler ile öğretmenlerin değer tercihleri arasındaki ilişki üzerine gerçekleştirildiği görülmüştür.

Anahtar Kelimeler: mesleki değerler, öğretmen adayları, karakter eğitim

Introduction

Since the beginning of the history, all societies, be it national societies or little tribes with simple governing systems, have given importance to raising individuals to contribute to societies and maintain their structures. Especially transformation from rural structures to urbanization and industrial societies formed of people who need to live together despite their cultural differences necessitate creating common values. Nonetheless, the technological advances in the last century have caused young generations to show unwanted behaviours even if they have a positive influence on them. Youngsters deal with many positive and negative values because of rapid developments especially in communication area. Societies subject to losing their moral values had put the responsibility of providing these values on religious institutions and men of faith by the end of 19th Century but after this date, they started to consider it as a problem of education. What is meant by these values is not only sustaining the local culture but also maintaining different cultures in a democratic structure (Ekşi and Katılmış 2014).

The studies on morality and character development, especially the ones conducted after 20th Century, showed that disrupted family structures, various trends affecting youth negatively and moral collapse of individuals (Lickona 1993, p. 8-9) made it necessary to give these values to individuals through education. This necessity has been the main concern of many studies and caused various approaches on value education to emerge. Regardless of the approach (Value suggestion, value signalization, value analysis, moral judgment etc.), the conductors of the interventions have always been teachers.

In value acquisition, when social, psychological, philosophical and historical values are investigated; the general opinion is that education of values must be given in schools. According to Piaget (1964 cit. Senemoğlu 2009, p. 63), the moral development is not possible for a child until the age of six in psychological grounding. The child becomes dependent on external factors after this age until he/she acquires moral autonomy. The education is the most important thing in gaining moral autonomy starting from the age of 11. According to Bandura (1971, p. 5), people learn from their role models through observation and when favourable conditions are met, they transform the things they learned into behaviours. The most effective role model for the student is the teacher. Aydın (2015) suggests that an ideal teacher is a moral model with not only his perfect teaching skills but also his lifestyle and teaching is a profession that involves introducing values. According to Dewey (1964), cognitive development and moral education are not irrelevant and the aim of education is to support children's education. The main goal of

the education is to enhance intellectualness and morals (cit. Kohlberg 1975, p. 597).

The biggest advocate of giving the responsibility of moral education to schools is Durkheim. According to Durkheim (2010), the morals are always a social phenomenon. The teacher or the educator plays a vital role in creating a society with modern-secular morals. It is not enough for teachers to protect the past; they also need to prepare the future. This approach, especially advocated by Durkheim, contradicts the religious institutions that had kept the responsibility of morals education by the end of 19th Century. According to him, morals education must be secular and schools must be responsible of it. Another representative of social grounding is Lickona. According to Lickona (1993), violence in daily life, disregarding social rules, people with inadequate sensibility, selfishness, increase in sexual abuse and violence endanger the future of a society where human rights are important and democratic system is secured. The ones standing against this dangerous course of events are intentional practices and schools where these practices are to be conducted; and of course, the teachers. When the philosophical foundation of morals education is investigated, Socrates is seen the opinion leader of handling these values with theoretical approaches. Socrates states that everyone wants goodness but nobody knows how to achieve it. Socrates tried to make his students (including Aristotle) think from different aspects by asking various questions on a subject. Today, character education based on traditional approach is based on his student, Aristotle.

The historical foundations of education of values show that transferring these values to future generations has always been the goal. As mentioned above, the religious institutions had had the responsibility of giving education of values by the end of 19th century (Yazıcı and Yazıcı 2011; Ekşi and Katılmış 2014). However, the necessity to live together with different cultures gave birth to the need of more democratic societies. The responsibility of founding the social structure on international values instead of local ones was given to schools. Another argument of giving education of values in schools is the fact that students start their educational lives with different values from families, environments, peers and platforms like media and they feel conflicts on subjects like good-bad or good-evil (Buzelli & Johnston, cit. in 2002 Demirhan İşcan 2011, p. 246). The education of values in the literature is identified as an umbrella term involving education of morals, character and multicultural concept aiming effective domain (Ministry of National Education 2005). In this respect, the biggest responsibility is again falls on the shoulders of teachers.

Teaching is a profession. In this respect, teaching profession must be identified. Teaching is identified in 43rd Article of National Education Basic Law No. 1739 as a special profession that undertakes teaching, educating and administration duties related to them (National Education Basic Law 1973). According to Sünbül (2001), how well-determined the aims may be, how well-organized the course content may be, the expected results will not be achieved if they aren't given by teachers who lack these aims and understandings. Based on this, the teacher is the coordinator of educational activities and the as he/she improves himself/herself so does his/her students. This is the same for both cognitive and affective traits. Effective traits involve attitudes, perceptions, beliefs and interests. Therefore, teachers will inevitably transfer their attitudes, beliefs and value judgments to their students.

The responsibility of giving basic humanitarian values to students through various programs lost its significance in certain periods of time but it has begun to attract attention again in this century. Especially since the later 20th century, problems like how values should be taught, what approach must be used, what values teachers should have and what the common values of societies are have been in the centre of many researches.

The values that teachers possess are thought to unavoidably affect their approaches, activities and values they teach. A teacher is expected to respect professional differences, to be fair, to be open to cooperate, to take responsibility, to be against violence, to be equalitarian and to have global values. So, is it possible to do anything to make teachers have these values? Knowing the values of students in teacher training institutions is the focal point of this problem. If the values possessed by teachers who are supposed to be role models for students in acquiring these values, can be known before they start their professions, this deficit can be met with a certain character education program and the individual can have some ideas on what he/she will teach when he/she starts his/her profession. At this point, it is seen that prevocational trainings and predictor activities are not adequate. In a study conducted on education of teachers in prevocational trainings, questions were asked to seven different experienced teachers on educational programs and most of them mentioned about the lack of reflective teaching in education programs. According to them, value-based learning must be provided in prevocational trainings of teacher candidates (Mergler & Spooner-Lane 2012, p. 78).

In recent years, the scientific studies conducted abroad centre upon need edwhich teaching methods should be preferred by teachers. Veugelers (2000) revealed 4 types of teacher models in a study he conducted with 415 teachers. The ones who prefer not to express their own values (i), the ones

who make the values they consider important more visible (ii), the ones who emphasize the differences in values without revealing the values they consider important (iii) and lastly, the ones who mention about the differences in values and show the values they consider important (iv). The important part lies with the students' opinions. Students (m=118), stated that teacher should express their own values and present other values as well. However, it is thought that the materials, subjects and methods have important influences on students.

Lickona (1997, p. 66-67) states in a research that teachers give 3 complementary moral impacts. These are styles of serving as watchers, moral models and moral advisors. In the first model, the teacher shows a profile that let the students perform applications builds self-esteems and helps them in succeeding in school activities. In the second model, the teacher becomes a role model for his students by demonstrating a respectful and responsible profile. He/she also takes moral subjects to the class and makes time for discussions. In the third model, the teacher acts with suggestion methods. He tries to configure the behaviours of students by using stories, class discussions and encouraging the positive behaviours of children. However, according to both Lickona (1997) and Veugelers (2000), it is not possible for teachers to give impartial education of values.

Teachers are supposed to show respect to the parents as well as students. Ethical elements of this professions involves the facts that education is a constitutional right for all citizens, children of all kinds of people from different socio-economic structures, professions and opinions study at the same schools and all these differences must be respected. These ethnical elements form the principles of certain professions in certain countries. One of the officially identified ethical principles is the respect for diversity. It is emphasized in a document created in 1996 by Minnesota Teachers Rights Council that teachers must respect the diversities and do their works without making any discrimination among their students (cit. Aydın 2015, p. 68-69). Many different studies were found in the literature.

In a research on the cultural difference perceptions of primary school teachers, it was revealed that cultural difference perceptions of primary school teachers centred on "language" and other cultural differences like "ethnic origin", "celebrating special occasions-days" were emphasized less (Rengi and Polat 2014, p. 151). Even if they there emphasized less, this doesn't show that no cultural difference was perceived. This may be caused by multicultural acceptance and adaptation to common culture. The increase in studies on multiculturalism may be interpreted as the development of a more appropriate environment in recent years where cultural differences can be shown in a more free way. Whatever the case may be, in order to provide

students equal educational chances, teachers need to introduce academic and social behaviours to their students, respect their cultural differences and provide democratic learning environments (Ünlü and Örten 2013, p. 289).

In the research conducted by Çermik (2013) analysing democratic values of teacher candidates in terms of different variables, significant differences were found between the democratic values (legal remedy, equality, justice and respect of diversity) of teachers in terms of their educational programs. The democratic values of teacher candidates from Musical Education are significantly different than the values of teachers from Primary School Teaching, Social Studies Teaching and Psychological Counselling and Guidance programs. This significant different was found in favour of teacher candidates from Musical Education.

Like Balyer and Gündüz (2011, p. 28) expressed in their study that teachers and principals must show in their behaviours and expressions that all individuals are valuable and differences only add richness to society. They must show these behaviours to parents as well.

In the study of Çoban, Karaman and Doğan (2010) on determining the opinions of teacher candidates (on master's non-thesis) about cultural differences and finding if there is a difference between these viewpoints, a significant difference between political opinions and gender was found. According to the study, women are more tolerant to political opinions. Also, it was seen that individuals who were raised in counties were less tolerant towards different sexual orientations than the ones from big cities. No significant difference was found in any sub-dimension in terms of the area where the participants spend most of their lives and a significant difference was found only in sexual orientation sub-dimension in terms of areas they were raised.

When the overall studies on teachers or teacher candidates are examined, it is seen that value-oriented studies are limited but specific virtues or values were researched. Moreover, it was determined that relational direction between value preferences or personal values and various variables was examined on the chosen sample group. The number of studies on multiculturalism, democratic attitude, respecting the differences has increased in recent years because of increasing efforts to raise democratic citizens in the world. Thus, the aim of this research is to provide data for these efforts and investigate the professional values of teacher candidates in terms of different variables in order to provide vision for prevocational intervention training programs. Therefore, the study is considered important for the literature.

Methodology

When the previous studies on the subject are investigated, it is seen that there is no extensive study on the professional values of teacher candidates. Based on this deficiency, the following questions were asked: (i) Is there any statistical difference between the total scores of teacher candidates' departments and their professional values? (ii) Is there any statistical difference between teacher candidates' departments and their respect for diversity scores? (iii) Is there any statistical difference between the attitudes of teacher candidates towards parents' profiles and their respect for diversity scores?

Sample / Working group

The population of the study is formed of students who study ata primary education department of an education faculty in Marmara Region.The sample was formed of 860 students from Science Teaching (ST) (n=154), Elementary Mathematics Teaching (EMT) (n=155), Preschool Teaching (PT) (n=179), Social Studies Teaching (SST) (n=159) and Primary School Teaching (PST) (n=213) who were chosen by stratified sampling method, one of the random sampling methods.

The reason of choosing primary and middle education teachers is that the individuals they teach correspond to the period when the moral values are formed (Yazıcı and Yazıcı 2011, p. 88).

The distribution departments are shown in Table 1.

Table 1:The Distribution of Teacher Candidates in terms of Departments

	DEPARTMENT				
	ST	EMT	PT	PST	SS
The Number of Teacher Candidates in the Study	154	155	179	213	159

Data collection and analysis

The research was conducted in survey type, one of descriptive research models. A 5-point likert type scale with 24 entries that was developed by Tunca and Sağlam (2013) was used in the research as the data collection tool. Four factors were presented in the survey: respect for diversity (8 entries), personal and social responsibility (8 entries), standing against violence (5 entries) and being open to cooperation (3 entries). Cronbach Alpha coefficient of consistence was found .82. And the coefficients of

consistence of four dimension of the scale were found .77 for respect for diversity, .78 for personal and social responsibility, .70 for standing against violence and .72 for being open to cooperation. Based on this data, it can be said that the scale is valid and reliable. Along with the scale, a survey was presented to the students with demographical questions and parent profiles they may encounter when they start their professions and they were asked to show the profiles with which they may have problems.

Process

First of all, normality test was conducted in order to determine the type of test to be used in the analysis of data. Kormogolov-Smirnov Test and Shapiro-Wilk Test was used in this study and it was determined that sample group didn't show normal distribution in terms of both total scores and respect for diversity sub-dimension. Thus, nonparametric Mann-Whitney U Test and Kruskal Wallis—H Test were used in the analysis. So the highest score is 120. However, in order to better understand the findings all scores were given in percentages.

Findings

The professional values of teacher candidates were analyzed in this study. "Professional Values Scale", which is formed of four sub-dimensions, was used in order to determine the professional values of teacher candidates. Four sub-dimensions of professional values scale, which was developed by Tunca & Sağlam (2013), are listed as respect for diversity, personal and social responsibility, standing against violence and being open to cooperation. In this respect, professional values were examined through 3 different problems.

When the total scores of teacher candidates on professional values are examined, it is seen that they have high professional values. The general average of the scores that teacher candidates had in professional values scale formed of twenty-four entries was calculated as 79,1 over 100. However, the scores of 4 different sub-dimensions over 100 are shown in Table 2.

Table 2: The Scores of Teacher Candidates in Every Sub-Dimension of the Scale

	Sub-Dimension	Score
Profession al Values Scale	Respect for Diversity	85
	Individual and Social Responsibility	75
	Standing Against Violence	72
	Being Open to Cooperation	80

When the general average (79,1%) is kept in mind and Table 2 is investigated, no significant difference can be found between the scores of sub-dimensions In general, it can be said that the scores of teacher candidates are close and relatively high.

Because the data doesn't show normal distribution, one of the nonparametric statistical tests, Kruskal Wallis Test was used in the study in order to find answers to the question, "Is there any difference between the departments of teacher candidates and the total scores they got from professional values scale?" The results are on Table 3.

Table 3: The Scores Obtained from the Scale In Terms of Departments

Groups	N	Mean Rank	X^2	Significant Difference
Science	150	373,7		Science – Preschool,
Mathematics	154	359,4		Science – Primary School,
Preschool	178	443,2	25,03	Mathematics – Social Studies,
Primary Sc.	206	467,8		Mathematics – Primary School
Social Studies	148	426,9		Mathematics - Preschool

As a result of data analysis, a significant difference was found between the total scores of Professional Values Scale in terms of five departments [$X2 = 25,03$; $p < .05$]. Mann—Whitney U Test was used in order to determine the departments with significant difference. As a result of Mann- Whitney U Test, this difference was found between the departments of Science-Preschool [$U=1,1$; $Z=-2,6$; $p < .05$]; Science- Primary School [$U=1,2$; $Z=-3,5$; $p < .05$]; Mathematics – Social Studies [$U=9,6$; $Z=-2,3$; $p < .05$]; Mathematics— Primary School [$U=1,1$; $Z=-4,2$; $p < .05$]; and Mathematics - Preschool [$U=1,08$; $Z= -3,2$; $p < .05$]. It can be said, as a result of this data, that there is a statistically significant difference between professional value scores of departments that accept students with numerical and verbal scores in student selection examination.

Respect for diversity sub-dimension, which has the most entries and high determining value, was examined in a more detailed way. As seen in Table 2, this dimension is also the one where teacher candidates got the highest scores. In order to answer the second question, "Is there any significant difference between the departments of teacher candidates and their scores of

respect for diversity?" Kruskal – Wallis Test was used, since data doesn't show normal distribution. The results are shown in Table 4.

Table 4: The Scores of Respect for Diversity in terms of Departments

Groups	N	Mean Rank	X^2	Significant Difference
Science	153	389,5		Science – Social Studies,
Mathematics	155	363,8		Science – Primary School,
Preschool	179	435,6	21,9	Mathematics - Social Studies,
Primary Sc.	209	461,7		Mathematics - Primary Sc.,
Social	155	464,7		Mathematics - Preschool

It was determined that there was a significant difference between departments in terms of their respect for diversity scores [X^2 = 21,9; p< 0,05]. Mann—Whitney U Test was used in order to determine the departments with significant difference. As a result of Mann- Whitney U Test, this difference was found between the departments of Science—Social Studies [U=9828,5; Z= -2,6; p< .05]; Science - Primary School [U=1,3; Z= -2,8; p< .05]; Mathematics – Social Studies [U=9160; Z= -3,6; p< .05]; Mathematics - Primary School [U=1,24; Z= -3,7; p< .05]; and Mathematics - Preschool [U=1,15; Z= -2,68; p< .05]. Similar to the scores of Professional Values Scale, a significant difference was found in respect for diversity sub-dimension between the same departments. When mean ranks are examined, this difference can be seen more clearly and it seems in favor of verbal departments.

In order to answer the last question, "Is there any significant difference between the attitudes of teacher candidates towards parent profiles and the dimension of respect for diversity?" Mann – Whitney U Test was used since the data is not distributed equally. Test results are shown in Table 5.

Table 5:The Score of Significant Difference between the Attitudes of Teacher Candidates towards Parent Profiles and the Dimension of Respect for Diversity

Parent Profiles	Total N	Expressions (N)	Mean Rank	U
Criminal Record	828	*I would have a problem (453)*	394	7,5
		I wouldn't have a problem (375)	439	
Different Race	836	*I would have a problem (42)*	292	1,1
		I wouldn't have a problem (794)	425	
Ethnic Group	835	*I would have a problem (64)*	316	1,8
		I wouldn't have a problem (771)	426	
Extreme Left-Right	836	*I would have a problem (317)*	403	7,7
		I wouldn't have a problem (519)	427	
Different Religion	836	*I would have a problem (50)*	331	1,5
		I wouldn't have a problem (786)	424	
Different Sect	834	*I would have a problem (26)*	319	7961
		I wouldn't have a problem (808)	420	
Immigrant	835	*I would have a problem (25)*	384	9278
		I wouldn't have a problem (810)	419	
Gypsy	836	*I would have a problem (193)*	353	4,9
		I wouldn't have a problem (643)	438	
Refugee	839	*I would have a problem (168)*	366	4,7
		I wouldn't have a problem (671)	433	
Friend	832	*I would have a problem (136)*	414	4,6
		I wouldn't have a problem (696)	416	
Handicapped	836	*I would have a problem (91)*	358	2,8
		I wouldn't have a problem (754)	425	
Alcoholic	842	*I would have a problem (640)*	413	5,9
		I wouldn't have a problem (202)	448	

A significant difference was found between the scores that teacher candidates got from respect for diversity dimension and different parent profiles. Significant differences were found in criminal record [U=7,5; Z=-2,7; p< .01], different race [U=1,1; Z=-3,4; p< .00], different ethnic group [U=1,8; Z=-3,5; p< .00], different religious belief [U=1,5; Z=-2,6; p< .01], different sect [U=7961; Z=-2,1; p< .03], gypsy [U=4,9; Z=-4,3; p< .00], refugee [U=4,7; Z=-3,1; p< .00] and handicapped [U=2,8; Z=-2,5; p< .01] entries. Significant differences were found in favour of teacher candidates who stated that they wouldn't have any problem. In other words, teacher candidates with high scores from respect for diversity dimension don't think

that they would have problems with different parent profiles. However, when the answers of teacher candidates are investigated disregarding the scores of respect for diversity, it is seen that the number of students who stated that they would have problems only in cases of having a criminal record or being alcoholic is higher than the number of students who stated that they wouldn't. Thus it can be said that whatever the score of respect for diversity may be, teacher candidates think that they may have problems with the parents from these two groups.

Discussion and Conclusion

Besides the development in technology and daily life, the moral collapse in societies (no matter how developed they are) has brought the education of values at the top of the agenda (Lickona 1993). Especially the intolerance of people towards each other has increased and since large scaled violent events were spread, new ways to solve these have been sought. Almost all non-governmental organizations centre on one point: Respect for diversity.

The answer of the question, "Who should pass the respect for diversity to the future generations?" is same for everybody: Schools Since the beginning of the 20th century, this responsibility was taken from religious institutions and given to the schools. The values have been added to the education programs in our country and they have been transformed into educational subjects. Teachers have become the sole decision makers on the values to be transferred and the methods to be used for this purpose. At this point, teachers are expected to respect for diversity, providing a free environment and having professional values like being unprejudiced. By thinking that the target population of primary school teachers are students, who are in critical periods for moral development, the influence of teachers on individuals, who are expected to be democratic citizens (with respect for diversities, critical thinking, research skills, social responsibilities etc.) can be clearly seen.

This study was conducted with teacher candidates. This made it possible to turn the findings into data if there is a need for an intervention before employment. The sample group were also expected to get more objective results since it was thought that places of duty were not affected by culture of education. It was shown in the research that teacher candidates who participated had high professional values. When sub-dimensions were examined, it was seen that the highest score was got from respect for diversity dimension. In terms of departments, it was found that statistical differences between professional values and respect for diversity scores were

in favour of departments with verbal courses like Social Studies, Preschool and Primary School Teaching in proportion to Science and Elementary Mathematics departments. This finding is supported by the research of Çermiş (2013) on seeking right, equality, justice and respect for diversity. The researcher expressed that democratic values of Music Teaching students were higher that the values of Social Studies and Primary School Teaching students. When the results of both researches are investigated, it can be said that professional values may increase as human relations develop and social problems are discussed in classes. Another result of the research is that the attitudes of teacher candidates, who stated that they would respect diversities towards parents with different religions, sects or beliefs, gypsies, refugees and handicapped people, were in favour of "I wouldn't have any problem". However, when respect for diversity scores are disregarded, it is seen that most of the teacher candidates responded, "I would have a problem" with alcoholic parents or the ones with criminal records. In a similar study conducted by Çoban, Karaman and Doğan (2010), it was determined that teacher candidates raised in counties were less tolerant towards students with different sexual orientations. The attitudes of teacher candidates shouldn't change towards "different" students or parents. The increasing number of violence and abuse in the news in recent years is considered a result of intolerant people in the society, which is an education problem. Since most of the teachers think that they would have problems with even one of the parent profiles, it is hard to expect that this intolerance may decrease easily.

The education has played a major role in the last quarter of the 20th Century in our country; where people have begun to accept that multiculturalism is richness instead of intimidate the people from different religions or different sects. However, the fact that there are still differences that are considered hard for society to accept shows that the education needs to do more on the subject. It is not coincidence that developed countries aiming to raise democratic citizens give particular importance to the education of values. In this subject, it can be recommended that environments where teacher candidates will exposure different culture must be created. In the study was carried out by Ünlü (2015, 234), it was determined that international student exchange programs are important in recognising multicultural nature of and providing to be respectful of students. This case strengthens suggestion of this study. Besides, the professional values possessed by teachers before they start their professions and their levels of respecting diversities increase the importance of this study.

In accordance with the results of this study that was conducted with teacher candidates, it is suggested to analyse the reasons why teacher candidates think that they would have problems with certain parent profiles, expand the population of study by involving teachers (not teacher candidates), organize vocational ethics seminars for teacher candidates by evaluating the data and popularize these seminars by monitoring the teachers who participate in these seminars.

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