

A Scaling of Preservice Teachers' Motivational Factors in Choosing the Teaching Profession*

Öğretmen Adaylarının Öğretmenlik Mesleğini Seçme Nedenlerinin Ölçeklenmesi

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Abstract

In this research, the reasons of preservice teachers' choice of the teaching profession has been studied using the method of pair-wise comparison. Data was acquired by 1137 preservice teachers studying in various departments of seven different universities in Turkey. Overall, it was found that preservice teachers have chosen the teaching profession due to easy work conditions. It was found that female preservice teachers chose the teaching profession because of their sympathy towards it, whereas male preservice teachers chose it since their university admission exam scores were just enough for teaching programs. According to the departments of faculties of education, it was determined that psychological counseling and guidance department preservice teachers chose the teaching profession since it ensured employment, Turkish and English teaching department preservice teachers chose it since they liked it, primary school teachers and primary Math preservice teachers chose it because the work conditions were convenient. According to the places they lived in and the departments, there was no hierarchy regarding reasons why they choose the teaching profession. When the reasons of choosing the teaching profession according to level of income were examined the results that the first reason was the same in all three departments. While this was the seventh reason for the preservice teachers who had teachers in their families, it was the eighth reason for the preservice teachers who didn't have any relatives who are teachers.

Keywords: scaling, pair-wise method, teaching profession, preservice teachers, reasons.

Öz

Bu çalışmanın amacı, öğretmen adaylarının öğretmenlik mesleğini seçme nedenlerini ikili karşılaştırmalar yöntemiyle ölçeklemektir. Araştırmanın verileri, Türkiye'nin 7 farklı üniversitesinde eğitim gören 1137 öğretmen adayından toplanmıştır. Herhangi bir değişken olmaksızın genel olarak bakıldığında öğretmen adaylarının öğretmenlik mesleğini öncelikli olarak çalışma koşulları rahat olduğu için seçtiği bulgusuna ulaşılmıştır. Kadın öğrencilerin, öncelikli olarak mesleği sevdiği için, erkek öğrencilerin ise puanı yettiği için öğretmenliği seçtiği görülmektedir. Bölümlere göre bakıldığında, RPD öğrencilerinin öncelikli olarak iş bulma olanağı yüksek olduğu için, Türkçe ve İngilizce Öğretmenliği öğrencilerinin öğretmenliği sevdiği için, Sınıf ve İlköğretim Matematik Öğretmenliği öğrencilerinin ise çalışma koşulları rahat olduğu için öğretmenliği seçtikleri görülmektedir. Öğrencilerin yaşamlarının en çok geçtiği yerleşim birimi ile öğretim grubuna göre öğretmenlik mesleğini seçme nedenlerinin başında yine çalışma koşullarının rahatlığı gelmekte olup; sıralamaları arasında bir fark görülmemiştir. Gelir düzeylerine göre öğretmen adaylarının öğretmenlik mesleğini seçme nedenleri incelendiğinde her üç grup için ilk nedenin aynı olduğu görülmektedir. Ailelerinde geçmişte veya hala öğretmen olan ve olmayan öğretmen adaylarının öğretmenlik mesleğini seçme nedenleri neredeyse aynı olup bu nedenlerin başında “çalışma koşulları rahat olduğu için” nedeni gelmektedir. Öğretmen adaylarından Anadolu Öğretmen Lisesi mezunu olan ve olmayan öğrencilerin her ikisinde de öğretmenlik mesleğini seçme nedenlerinin başında yine çalışma koşullarının rahat olması gelmektedir.

Anahtar Kelimeler: ölçekleme, ikili karşılaştırmalar, öğretmenlik mesleği, öğretmen adayları, nedenler.

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INTRODUCTION

The drawbacks associated with Turkish education system are among the most debated issues. There is an abundance of studies carried out at all stages of this process in order to highlight those drawbacks. Of all educational questions, teacher preparation has been heavily discussed recently. Though various institutions were appealed for teacher preparation since the beginning, the Ministry of National Education (MONE) introduced a selection criterion with the Law 1739. But this criterion was not put into practice during selecting prospective preservice teachers prior to 1985. The selection of teachers by means of an examination was started in 1985, and then graduates of both educational institutions and other institutions could apply. The responsibility of bringing up teachers was transferred from the MONE to universities as of 1982.

Preservice teachers were admitted to such institutions against differing criteria throughout the years (Celikten, Sanal, & Yeni, 2005). Besides how those institutions select preservice teachers, the reason why preservice teachers choose the teaching profession can be addressed as another aspect of the teacher preparation issue. For example, some preservice teachers opt for Anatolian Teacher High Schools, as a teacher preparation institution in Turkey, due to the high quality of education in those schools rather than their positive attitude towards teaching (Ozoglu, 2010). This fact alone can be considered as a real matter in teacher preparation. Ozguven (1999) lists influential factors on the choice of profession as individual's physical characteristics including height, weight, gender, age and level of education, both mental and physical health, talents and interests, future plans, communication skills, emotional and social maturity, academic achievement, study habits, work experience, family, community's expectations and needs, the profession's employment potential and future, prestige, and contemporary and popular status. However, the reason of preservice teachers' choice of the profession turns into a debated issue taking into consideration the economic conditions, living standards and frequently changing education system in Turkey.

The reason of the preservice teachers' choice of the teaching profession has been subject to research in many countries around the world. Richardson, and Watt (2005) examined why teacher candidates chose this profession using open-ended questions to 74 preservice teachers who studied in the first grades of universities in Australia. In this study, factors related to social status, career fit, prior considerations, financial reward, and time for family were identified based on factor analysis. Again in research carried out by Klassen, Al-Dhafri, Hannok, and Betts (2011), the reasons why the teacher candidates choose the profession of teaching were determined with the data collected from 200 teacher candidates in Canada and Oman and these reasons were compared to one another. The results of this study show that Canadian participants made more self-references, and expressed higher levels of individual-focused motivation and social utility value as career motivators than Omani participants did. Participants from Oman expressed greater endorsement of teaching as a fall back career and higher levels of socio-cultural influences than Canadian participants. The motivation to choose the teaching profession in the USA was also studied in a research carried out by Thomson, Turner, and Nietfield (2012). Data was collected using surveys and semi-structured interviews. The findings of this study indicate that all participants expressed altruistic, intrinsic, and extrinsic reasons for teaching at any level.

Besides these studies, the reasons of teacher candidates' choice of this profession were investigated by various researches in many countries including Singapore, Germany, Norway (Krecic, & Grmek 2005; Kyriacou, Hultgen & Stephens, 1999; Johnston, McKeown & McEwen, 1999; Richardson, & Watt, 2010; Sinclair, 2008; Stiegelbauer, 1992). The studies concerning similar questions were also conducted in Turkey. The reasons why Chemistry Teacher candidates chose the profession of teaching were studied in a research carried out by Boz and Boz (2008). In this study it was found that both intrinsic and extrinsic reasons were the main factors affecting prospective chemistry and mathematics teachers' preferences to become teachers. Inspiration from primary and secondary chemistry and mathematics teachers, love for teaching, and chemistry or mathematics content knowledge were among the prior preferences.

The reasons why English Teacher candidates chose the profession of teaching were studied using correlation, regression and structural modeling in another research carried out by Eren, and Tezel

(2010). Results show that the prospective teachers' futures played a significant mediating role in relationships regarding planned effort, planned persistence, ability, intrinsic career value, social contributions, and career choice satisfaction. In another research by Yuce, Sahin, Kocer, and Kana (2013), the reasons why lead teacher candidates to choose the teaching profession were asked; the responses were analyzed using qualitative data analysis approach and descriptive statistics. It was found that extrinsic, altruistic, and intrinsic motivations play a role when individuals choose teaching as a career. In addition, although altruistic motives were very dominant for females, mercenary-based extrinsic motives were dominant for males. In another research carried out by Ozsoy, Ozsoy, Ozkara, and Memis (2010), the factors that have influence in teacher candidates' choosing of this profession were attempted to be determined with the help of a Likert-type scale, whether the findings changed according to various variables was studied. According to this study's findings, the reasons for choosing teaching were ranked in this order: 1) teaching is sacred; 2) possess required qualifications; 3) best fit profession; 4) enjoy children; and 5) teaching is an ideal profession. The roles of the family and the gender in teacher candidates' choosing of this profession were also studied in a research carried out by Akbayir (2003). It was found that the parental education of preservice teachers who selected the teaching profession was low and their income levels were moderate. Especially their mothers claimed that the teaching profession was a suitable occupation for their children. Another important result of the study is that mothers' education level increased the probability of selecting the teaching profession was increased. It was also found that while income of the preservice teachers increased, the choice of teaching decreased. Another important result was related to field selection. While male students tended to choose subjects such as mathematics, physics, classroom, chemistry and biology education, female students usually tended to choose kindergarten education. The effectuality of personal, social and economic characteristics was studied in another research carried out by Ozbek (2007). Apart from these, it is seen that similar studies with various variables were conducted on different paradigms (Cermik, Dogan, & Sahin, 2010; Eskicumali, 2002). In the study by Cermik, Dogan, & Sahin, it was found that mercenary, extrinsic, intrinsic and altruistic factors underlie prospective classroom teachers' career choices; however, the rate of intrinsic and altruistic motives increases at graduation. Gender also played an important role in career choice.

There are many studies investigating the reasons of preservice teachers' choice of the teaching profession. Forty-four articles published to determine the introduction features of teacher candidates were studied in research carried out by Brookhart, and Freeman (1992), and characteristic features of teacher candidates were attempted to be put forth with this literature review. According to this study four major categories of variables have been studied in these articles: (a) demographics and high-school background; (b) motivation to teach and career expectations; (c) confidence and optimism or anxiety and concerns about teaching; and (d) perceptions of the roles and responsibilities of teachers. Most of the mentioned research employed a survey methodology.

In review of some of the previous studies, it was found out that they did not go beyond calculating frequency; and other quantitative studies did not use scaling by means of the pair-wise comparison method (Cermik, Dogan, & Sahin, 2010; Eskicumali, 2002; Johnston, McKeown, & McEwen, 1999; Stiegelbauer, 1992; Watt, & Richardson, 2007).

Purpose of the Study

Scaling is an academic subject with the aim of putting basic principles and methods of "increasing from observations to measurements". In this study, it was aimed to investigate the reasons for which preservice teachers choose the teaching profession by pair-wise comparison method. In other words, the aim is to convert qualitative data to quantitative by identifying a zero point and unit. Overall, the purpose was to scale the qualitatively reported reasons.

METHOD

This study employed a pair-wise comparison method to investigate the reasons why preservice teachers in the faculties of education choose the teaching profession. This scaling study is carried out with variables such as gender, graduated high school, whether having a teacher relative in the family, income, education type (day or evening classes), settlement unit independent variables and aims at exposing an existing situation. Therefore, it can be categorized as a descriptive study.

Participants

Data was collected from 1137 preservice teachers in various departments from seven public universities in Turkey. Statistics regarding the study sample are presented in Table 1.

Table 1. Frequency and Percentages of Participants by University and Gender

		Gender		Total	
		Female	Male		
Universities	Erciyes	N	238	104	342
	University	%	21.6	9.4	31
	Hacettepe	N	114	24	138
	University	%	10.3	2.2	12.5
	Kastamonu	N	75	19	94
	University	%	6.8	1.7	8.5
	Mersin	N	206	167	373
	University	%	18.7	15.1	33.8
	Adiyaman	N	44	35	79
	University	%	4.0	3.2	7.2
	Kirikkale	N	21	13	34
	University	%	1.9	1.2	3.1
	Aydin Adnan Menderes	N	34	9	43
	University	%	3.1	0.8	3.9
Total	N	732	371	1103	
	%	66.4	33.6	100	

As seen in Table 1, the total number of participants was 1103. Gender information for 34 participants wasn't available. Departments and respective frequency of the study participants are as follows: English Language Teaching (124), Turkish Language Teaching (312), Science Teaching (67), Elementary Math Teaching (211), Religious Culture Teaching (30), Social Sciences Teaching (57), Preschool Teaching (72), Classroom Teaching (138), Guidance and Psychological Counselling (110), and German Language Teaching (13). Of the 1137 participants, 641 were attending day classes, while 495 attended evening classes. Only one (1) preservice teacher did not specify her/his type of education. Six hundred and twenty-two (59%) preservice teachers stayed in cities for most of their lives, 301 (28.6%) of them stayed in a sub province, and 52 (4.9%) stayed in a village. of the participants, 7.5% did not provide information about this item.

Data Collection Instruments

Firstly, existing studies on the reasons for choosing the teaching profession in the literature have been examined (Akbayir, 2003; Cermik, Dogan, & Sahin, 2010; Eskicumalı, 2002; Johnston, McKeown, & McEwen, 1999; Krecic, & Grmek 2005; Kyriacou, Hultgen, & Stephens, 1999; Ozbek, 2007; Sinclair, 2008; Stiegelbauer, 1992; Watt, & Richardson, 2007).

Aside from those 24 preservice teachers in various departments of the faculties of education were asked to specify the reason why they chose the teaching profession by responding open-ended questions. Then, the reasons in the literature and the answers of the preservice teachers were evaluated together and 8 new reasons were written. These reasons are compared using the didactic comparison method. The preservice teachers chose the one most suitable for themselves. Finally, the instrument had two parts. Part one was comprised of demographic information about participants, and part two was comprised of 56 items resulting from pair-wise comparison.

Data Analysis

Data analysis was conducted by using State III and State V equations for the absolute data matrix of Thurstone's pair-wise comparison method. First, the frequency matrix (F), which expresses the preference of either pair over the other, was prepared. Then, matrix P was constructed from matrix F. The element p'_{jk} is observed proportion of times stimulus k was judged greater than stimulus j. From matrix P was constructed in turn matrix X, the basic transformation matrix. The element x'_{jk} is the unit normal deviate corresponding to the element p'_{jk} . The equation given in formula (1) was used for State V.

$$S_K = D_{(K-1)(K-2)} + \dots + D_{21} \quad (1)$$

where $D = \bar{d} = \bar{s}_j - \bar{s}_k$,

\bar{s}_j : Scale value of stimulus U_j

\bar{s}_k : Scale value of stimulus U_k

\bar{d} : Difference of scale values of U_j and U_k

Thurstone's pair-wise comparison law is based on certain assumptions. The assumptions are as follows; 1) In the end of the discrimination process, an observer pairs the stimulus with a point on the scaling dimension; 2) Distribution of such points on the scaling dimension is normal; 3) Mean of the distribution is U_j , and scale value and standard deviation of the corresponding stimulus is the standard deviation of the discrimination distribution (Turgut, & Baykul, 1992). Internal consistency of the scaling done with State V was checked in order to find out if the scaling built on the obtained data meets those assumptions and if the observers were careful enough in making judgments. The internal consistency of the data tested based on the formula 2.

$$\chi^2 = \frac{\sum_{j>k} |\theta''_{jk} - \theta'_{jk}|}{821/N} \quad (2)$$

$$df = \frac{K(K-1)}{2}$$

where

$$\theta''_{jk} = \sin^{-1} \sqrt{p''_{jk}} \quad (3)$$

$$\theta'_{jk} = \sin^{-1} \sqrt{p'_{jk}} \quad (4)$$

χ^2 : Chi-square value

df= Degree of freedom

p'_{jk} : The observed proportion of times stimulus k was judged greater than stimulus j.

p''_{jk} : The theoretical proportion of times stimulus k was judged greater than stimulus j.

K: Number of stimulus

N: Total number of judgements for each stimulus

The internal consistency for most of the variables was low. Low internal consistency means that the data do not hold assumptions of State V or assumptions of the pair-wise comparison method or both (Turgut, & Baykul, 1992). To this end, scaling by using State III was preferred for scaling the eight reasons since the internal consistency was found low. For State III, standard deviation of the values in the column of matrix X, was calculated by formula 4, 5, and 6.

$$C = \frac{2K}{\sum_{i=1}^K \frac{1}{V_i}} \quad (4)$$

$$\sigma_j = \frac{c}{V_j} - 1 \quad (5)$$

Where,

$$V_j = \frac{1}{K} \sqrt{K \cdot \sum_{k=1}^K x_{kj}^2 - (\sum_{k=1}^K x_{kj})^2} \quad (6)$$

V_j : Standard deviation of x values of j column in the matrix X.

V_i : Standard deviation of x values of i column in the matrix X.

σ_j : The estimated variance of stimulus U_j ,

K: Number of stimulus

After calculating standard deviation of stimulus' scale values a rational zero point must be chosen. It is chosen arbitrarily. The method itself cannot determine an absolute zero point, since it operates only on judgements of differences between stimuli (Torgerson, 1965). The scale values were thus determined in the following equation.

$$r_j = ax_i \sigma_i \quad (7)$$

where

r_j is the scale value of stimulus j referred to the rational zero point.

x_i is the unit normal deviate corresponding to p_i , the theoretical proportion of times j is judged greater than zero.

σ_i is discriminal dispersion of stimulus j.

a is a constant of proportionality to allow for the possibility that the dispersion is greater for this type of judgement than for the straight paired- comparison judgement.

The transaction was repeated for all of the independent variables studied. Internal consistency was found high for data obtained from classroom teaching preservice teachers and pre service teachers with an income level between 2000 and 2749 Turkish Lira (TL) only. For those data obtained the scaling assumptions with State V, scaling was not performed with State III.

RESULTS

In the first instance, the reasons why pre service teachers choose the teaching profession were scaled by processing the data collected from 1137 participants.

Table 2. Scale Values and Stimulus Order of Reasons for Preservice Teachers' Choosing the Teaching Profession

Reasons	Scale Value	Stimulus Order
The profession has social prestige	0.3488	5
My university entrance score was just enough for it	0.1450	3
It has easy work conditions	0.0000	1
My family/relatives/friend favored it	0.7787	8
I am interested in working with children/adolescents/adults	0.2441	4
It is an easy subject	0.7463	7
It offers job security	0.4380	6
I like teaching	0.0571	2

As provided in Table 2, preservice teachers chose the profession primarily because it has relatively "easy work conditions". It is followed by other reasons as "I like teaching"; "My university entrance score was just enough for it"; "I am interested in working with children/adolescents/adults"; "It has social prestige"; "It offers job security" and "My family/relatives/friend favored it".

Moreover, reasons of choosing the teaching profession were examined by gender of the preservice teachers.

Table 3. Scale Values and Stimulus Order by Gender of Reasons for Preservice Teachers' Choosing the Teaching Profession

Reasons	Female		Male	
	Scale Value	Stimulus Order	Scale Value	Stimulus Order
The profession has social prestige	0.4027	5	0.3868	5
My university entrance score was just enough for it	0.2664	4	0.0000	1
It has easy work conditions	0.0232	2	0.2369	2
My family/relatives/friend favored it	0.8124	7	0.8997	8
I am interested in working with children/adolescents/adults	0.2425	3	0.3707	4
It is an easy subject	0.8535	8	0.7038	7
It offers job security	0.4561	6	0.5465	6
I like teaching	0.0000	1	0.2847	3

According to Table 3, female preservice teachers chose the teaching profession due to the following reasons in a decreasing order: "I like teaching", "It has easy work conditions", "I am interested in working with children/adolescents/adults", "My university entrance score was just enough for it", "It has social prestige", "It offers job security", "My family/relatives/friend favored it" and lastly "It is an easy subject". The primary reason for which male preservice teachers chose the teaching profession was found as "My university entrance score was just enough for it". It is followed by other reasons such as "I has easy work conditions", "I like teaching", "I am interested in working with children/adolescents/adults", "I has social prestige", "I has job security", and "My family/relatives/friend favored it".

Similarly, the reasons for which preservice teachers chose the teaching profession was investigated by considering if they were graduates of Anatolian Teacher High Schools.

Table 4. Scale Values and Stimulus Order by Graduation of Reasons for Preservice Teachers' Choosing the Teaching Profession

Reasons	Graduation from Anatolian Teacher High Schools		Other	
	Scale Value	Stimulus Order	Scale Value	Stimulus Order
The profession has social prestige	0.3513	6	0.359	5
My university entrance score was just enough for it	0.1148	2	0.174	3
It has easy work conditions	0.0000	1	0.000	1
My family/relatives/friend favored it	0.8050	8	0.796	7
I am interested in working with children/adolescents/adults	0.2814	4	0.242	4
It is an easy subject	0.5744	7	0.817	8
It offers job security	0.3128	5	0.482	6
I like teaching	0.1647	3	0.056	2

For both groups of participants, Anatolian Teacher High Schools graduates and others, the main reason for choosing the teaching profession was found as easy work conditions. This reason is followed by “My university entrance score was just enough for it” for graduates of Anatolian Teacher High Schools, while followed by “I like teaching” for the others. In addition, the last reason for those coming from Anatolian Teacher High Schools on the scale was “My family/relatives/friend favored it”, whereas for the others, it was found as “It is an easy subject”.

Table 5. Scale Values and Stimulus Order by Department of Reasons for Preservice Teachers' Choosing the Teaching Profession

Reasons	PCG		Classroom Teaching		Turkish Language Teaching		English Language Teaching		Elementary Maths Teaching	
	Scale Value	Stimulus Order	Scale Value	Stimulus Order	Scale Value	Stimulus Order	Scale Value	Stimulus Order	Scale Value	Stimulus Order
The profession has social prestige	1.08	5	0.19	4	0.68	5	0.37	6	0.64	4
My university entrance score was just enough for it	0.72	3	0.06	2	0.61	4	0.35	4	0.30	2
It has easy work conditions	0.06	2	0.00	1	0.40	3	0.29	3	0.00	1
My family/relatives/friend favored it	1.57	8	0.29	6	1.37	8	1.00	8	0.88	8
I am interested in working with children/adolescents/adults	0.85	4	0.35	7	0.37	2	0.36	5	0.60	5
It is an easy subject	1.28	6	0.41	8	1.34	7	0.97	7	0.85	7
It offers job security	0.000	1	0.10	3	1.23	6	0.24	2	0.84	6
I like teaching	1.38	7	0.20	5	0.00	1	0.00	1	0.45	3

Though the data was collected from ten departments in education faculties, scaling could not be conducted for the departments which had less than 100 participants. The number of preservice teachers by department is provided under “the study participants”.

As seen in Table 5, the primary reason of choosing the profession was found as “It has job security” among preservice teachers in the Psychological Counseling and Guidance (PCG) Department; “It has easy work conditions” among those in classroom teaching and elementary math teaching departments; and “I like teaching” for preservice teachers from departments on teaching language

skills such as Turkish and English Language Teaching. Ordering of the reasons for preservice teachers' choice varied different from department to department.

Table 6. Scale Values and Stimulus Order by Existence of a Teacher in the Family of Reasons for Preservice Teachers' Choosing the Teaching Profession

Reasons	Have a teacher family member		Don't have a teacher family member	
	Scale Value	Stimulus Order	Scale Value	Stimulus Order
The profession has social prestige	0.243	5	0.481	5
My university entrance score was just enough for it	0.135	3	0.158	3
It has easy work conditions	0.000	1	0.000	1
My family/relatives/friend favored it	0.660	7	0.930	8
I am interested in working with children/adolescents/adults	0.230	4	0.268	4
It is an easy subject	0.666	8	0.854	7
It offers job security	0.374	6	0.517	6
I like teaching	0.018	2	0.114	2

As seen in Table 6, the reasons for choosing the teaching profession hardly differ between those with and without a teacher family member. The primary reason was found as "It has easy work conditions". Different results were obtained only for reasons 7 and 8 between these two groups of participants. The reason "My family/relatives/friend favored it" was ranked 7th for those who has a teacher family member, while was ranked as 8th for the others.

Table 7. Scale Values and Stimulus Order by Income Level of Reasons for Preservice Teachers' Choosing the Teaching Profession

Reasons	500 – 1249 TL		1250 – 1999 TL		2000 – 2749 TL	
	Scale Value	Stimulus Order	Scale Value	Stimulus Order	Scale Value	Stimulus Order
The profession has social prestige	0.349	5	0.461	6	0.312	5
My university entrance score was just enough for it	0.163	3	0.183	3	0.119	2
It has easy work conditions	0.000	1	0.000	1	0.000	1
My family/relatives/friend favored it	0.847	8	0.872	8	0.505	7
I am interested in working with children/adolescents/adults	0.267	4	0.253	4	0.287	3
It is an easy subject	0.862	7	0.777	7	0.544	8
It offers job security	0.503	6	0.443	5	0.306	4
I like teaching	0.005	2	0.135	2	0.369	6

The reasons of preservice teachers' choices of their profession based on the income level of their families are displayed in Table 7. Although monthly income level of families was divided into 5 subgroups in the instrument used for data collection, there were not enough under "2750 – 3499 TL" and "3500 TL and above"; therefore, the reasons were scaled by categories of income given in the table only. For all of the preservice teachers with a monthly income of "500 – 1249 TL" and "1250 – 1999 TL" and "2000 – 2749 TL", the primary reason for choosing the teaching profession was "It has easy work conditions". For those with a monthly income level of "500 – 1249 TL" and "1250 – 1999 TL" and with a "relatively lower income level" than others, the 2nd most common reason for choosing the profession was "I like teaching", while it was replaced by "My university entrance score was just enough for others with income level of "2000 – 2749 TL". Ordering of the reasons of choosing the teaching profession among those with a monthly income level of "500 – 1249 TL" and

“1250 – 1999 TL” was found similar, but it was different for pre service teachers with a monthly income of 2000 – 2749 TL.

Table 8. Scale Values and Stimulus Order by Education Type of Reasons for Preservice Teachers’ Choosing the Teaching Profession

Reasons	Day classes		Evening classes	
	Scale Value	Stimulus Order	Scale Value	Stimulus Order
The profession has social prestige	0.349	5	0.341	5
My university entrance score was just enough for it	0.185	3	0.078	3
It has easy work conditions	0.000	1	0.000	1
My family/relatives/friend favored it	0.773	8	0.783	8
I am interested in working with children/adolescents/adults	0.219	4	0.268	4
It is an easy subject	0.703	7	0.796	7
It offers job security	0.431	6	0.442	6
I like teaching	0.059	2	0.051	2

According to Table 8, there were no differences between the ordering of reasons for which preservice teachers chose the teaching profession by education type. In this case, primary reason for choosing the teaching profession for both groups was found as “It has easy work conditions”, while the last reason was “My family/relatives/friend favored it”.

Table 9. Scale Values and Stimulus Order by Settlement Unit Reasons for Preservice Teachers’ Choosing the Teaching Profession

Reasons	Urban		County	
	Scale Value	Stimulus Order	Scale Value	Stimulus Order
The profession has social prestige	0.355	5	0.356	5
My university entrance score was just enough for it	0.188	3	0.162	3
It has easy work conditions	0.000	1	0.000	1
My family/relatives/friend favored it	0.820	8	0.735	8
I am interested in working with children/adolescents/adults	0.260	4	0.226	4
It is an easy subject	0.797	7	0.706	7
It offers job security	0.452	6	0.410	6
I like teaching	0.111	2	0.008	2

Since there were only a limited number of participants who marked “village” and “town” as their settlement unit type, only provincial and sub provincial centers were taken into consideration. As participants were compared by settlement unit, there was no difference between orderings of the reasons of teachers’ choices. For both groups, the primary reason was found as “It has easy work conditions”, and the last one was “My family/relatives/friend favored it”.

DISCUSSION and CONCLUSION

This study was carried out to investigate the reasons for which preservice teachers choose the teaching profession using pair-wise comparison method including multiple variables. From the “Teacher preparation issue in Turkey” point of view, the finding that preservice teachers chose this profession mostly because it has easy work conditions intensifies the issue. In a study carried out by Cermik, Dogan, and Sahin (2010), it was investigated why preservice classroom teachers choose the teaching profession during entrance to and departure from the university. The easy work conditions

offered by the profession were not found as the most important reason in this study. Still, it was opted as primary reason by approximately 4% of the respondent group. In another study by Johnson, McKeown, and McEwen (1999), the leading reason for both female and male trainee teachers choosing the teaching profession was found as interest in working with children. In general, it can be said that preservice teachers choose the teaching profession due to the extrinsic motivation factors such as job security and re-compensation in underdeveloped countries, while they are replaced by intrinsic motivation factors such as interest in the profession and serving the largest community (Bastick, 2000). From this point of view, we can infer that preservice teachers in Turkey choose the teaching profession primarily due to “extrinsic” motivation factors. Specifically, they choose the profession because “due to easy work conditions, which could be explained with Maslow’s Hierarchy of Needs and it deserves priority on the hierarchy. However, it doesn’t seem probable to fill personal needs before filling basic ones on the hierarchy. Thus, it can be advocated that living standards of preservice teachers need to be improved at first.

The teaching profession was found to be preferential among female preservice teachers due to the reasons such as their positive attitude to teach, easy work conditions and interest in working with children/adolescents/adults in a descending order. The ordering for male participants was as “My university entrance score was just enough for it”, “It has easy work conditions” and “I like teaching”. There are some studies categorizing the reasons for choosing the teaching profession in subgroups as “intrinsic” and “extrinsic” (Bastick, 2000; Cermik, Dogan, & Sahin, 2010; Johnston, McKeown, & McEwen, 1999). From this perspective, it can be argued that intrinsic motivation factors take precedence for female preservice teachers compared to male, and extrinsic factors take precedence for males than for females. Likewise, in a study by Johnston, McKeown, and McEwen (1999), it was released that the teaching profession is chosen by female preservice teachers under the influence of intrinsic reasons, whereas it is chosen by males due to extrinsic factors. In a research carried out by Richardson, and Watt (2005), whether the reasons of choosing the profession like "career fit", "prior considerations", "financial reward" and "time for family" change according to factors like gender, having children or not and graduation grade was studied. There was a difference in only terms of the gender factor in the prior considerations variable; this difference resulted in favorability by males. It was reported that this difference stemmed from the different number of males and females and that this finding was not in parallel with the findings of similar research.

Furthermore, it was mentioned in many studies that the teaching profession is perceived as a “feminine profession” and preferred by women more (Foster, & Newman, 2005; Johnston, McKeown, & McEwen, 1999; Saban, 2003; Smedley, 2007). In light of these findings, it can be said that our study has supportive findings for other studies in literature.

Regardless of the type of high school, preservice teachers choose the teaching profession firstly due to the “easy work conditions” it offers. Among graduates of Anatolian Teacher High Schools, the item “I like teaching” was the third most influential factor, while it was in the second reason among respondents not graduated from Anatolian Teacher High Schools. As it may be known, preservice teachers graduated from Anatolian Teacher High Schools could get additional points at university entrance once they chose relevant departments. For this reason, it was an expected result to see the item “My university entrance score was just enough for it” in the second rank for participants who did not graduate of Anatolian Teacher High Schools. In a study carried out by Ovet (2006), no difference was found between respondents graduated from Anatolian Teacher High Schools and the others in terms of reasons for choosing the teaching profession. Based on the study findings, it could be said that Anatolian Teacher High Schools failed to accomplish their foundation objectives. Those schools were founded from 1989 – 1990 with objectives such as preparing preservice teachers for higher education institutions accepting preservice teachers in Turkey; making the teaching profession preferential among preservice teachers, and teaching knowledge, skills, attitudes and behaviors required by the teaching profession (MONE, 2012). However, since an amendment made in 2012, graduates of secondary education could not get additional points any longer when they were placed in a higher education program relevant to their background. Following the law, graduates of

Anatolian Teacher High Schools cannot be granted extra points for the university entrance examination, either.

It seems the ordering of reasons for choosing the teaching profession by department of study is quite revealing. Only those attending PCG chose the profession because it offered good employment opportunities. On the other hand, preservice teachers in departments like Turkish Language and English Language Teaching, which are mainly about teaching linguistic skills, chose the profession because they liked teaching. Those in Classroom Teaching and Elementary Mathematics Teaching indicated the fact that the profession “has easy work conditions”. The latter found that in the middle of a discussion over teacher preparation not all of the preservice teachers chose the teaching profession consciously and those with low academic success levels opted for such departments as motivated by employment consideration (Ozoglu, 2010). According to the examination of base points recorded during teacher placement during August 2011, graduates of PCG were employed despite their lowest university entrance scores among all of the five departments. This fact supports the finding that those admitted to this department chose it since it provides a high chance of employment. All in all, the selection of a profession is not merely a way of making one’s life, rather, and most importantly, it is the route whereby an individual expresses and actualizes her/himself (Kuzgun, 1982). On the other hand, it would be sensible to remember the fact that one needs to fulfil his basic needs for self-actualization. In the context of Turkey, we suggest contemplating how conflicting motives affect preservice teachers in choosing their profession.

The ordering of the reasons for choosing the teaching profession was found to be almost the same for those who had a teacher family member. The only difference was found with item “My family/relatives/friend favored it”. For participants with a teacher in their families in the past or today, this reason was ranked as 7th, while it was ranked 8th for the others. Moran et al. (2001) indicated that preservice teachers preferred the teaching by being inspired by since they were teachers or parents. In Akbayir’s study (2003), it was demonstrated that 62% of the participant preservice teachers chose the teaching profession despite the lack of a teacher in their families, while only 9.4% of the participants did so due to a teacher family member. Our result is supportive of this study’s finding. In a study by Erjem (2000), it was found that the existence of a teacher in the family is not the sole influential factor on choosing the teaching profession by pre service teachers, yet was still important. For those with a teacher family member, it was not specified if s/he chose the profession due to considering that person as a model or just as a consequence of the pressure applied by that person. Thus, it is hardly possible to discuss this finding from a positive or negative point of view.

Examination of the reasons for which preservice teachers choose that profession by income levels reveals that the first reason remains the same for three of the groups. The teaching profession faces considerable challenges related with income level and work conditions (Akar, 1998; Erjem, 2000; Sonmez, 1989; Tezcan, 1981) and is usually preferred by those belonging to the lower and middle class (Akbayir, 2003). Taking this finding into consideration, among participants with a relatively low income level of 500 – 1249 TL and 1250 – 1999 TL, the reason “I like teaching” was ranked 2nd. The same reason was on the 6th rank for those from other income groups. In this study, the reason “It offers job security” was found less influential for the two groups with a low level of income than for the others. This is contrary to the finding that intrinsic and extrinsic motivation factors affect preservice teachers in well-off and underdeveloped countries, respectively (Bastick, 2000).

Evening education is a kind of formal education carried out after daytime education in higher education institutions (Council of Higher Education, 2012). Evening education fees are higher in comparison to daytime education. The leading reason for choosing the teaching profession was the same for both types of education, which is “It has easy work conditions”. In addition, there was no difference between the orders of their reasons. It was not surprising that preservice teachers placed in daytime and evening education with university entrance scores close to each other had the same order of reasons for choosing the profession.

Bearing in mind the fact that the teaching profession is mostly preferred by those born in urban areas or counties (Akbayir, 2003; Erjem 2000; Tatlidil, 1993), again it was not surprising that preservice

teachers who spent most of their lives in provincial or sub-provincial settlements provided the same order of reasons.

This study was carried out in order to investigate reasons for choosing the teaching profession by pairwise comparison method among pre service teachers. A similar study can be done by using other scaling methods. The reasons preservice teachers choose the teaching profession were studied with respect to several variables. However, scaling could not be done on some variables as sufficient number of participants could not be reached specifically for those items. We are of the opinion that considerable findings might be obtained for those variables. A future study to be carried out with the necessary number of participants would likely contribute to the present study as well.

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GENİŞ ÖZET

Giriş

Öğretmen yetiştiren kurumlara adayların seçilmesi yıllar içerisinde çeşitli ölçütlere göre yapılmış, bu ölçütler zaman içerisinde değişiklik göstermiştir (Çelikten, Şanal ve Yeni, 2005). Kurumların öğretmen adaylarını nasıl seçtiklerinin yanı sıra öğretmen adaylarının öğretmenlik mesleğini neden seçtikleri, öğretmen yetiştirme sorununun bir başka parçası olarak düşünülebilir. Öğretmen adaylarının öğretmenlik mesleğini neden tercih ettikleri dünyanın birçok ülkesinde araştırma konusu olmuştur.

Öğretmen adaylarının öğretmenlik mesleğini seçme nedenlerine ilişkin birçok çalışma bulunmaktadır. Daha önce yapılan bazı çalışmalarda frekans saymanın ötesine gidilmediği; nicel verilerin elde edildiği diğer çalışmalarda ise ikili karşılaştırmalarla ölçekleme gibi bir yönteminin kullanılmadığı görülmüştür. Bu çalışmada, öğrencilerin öğretmenlik mesleğini seçme nedenlerinin ikili karşılaştırmalar yoluyla incelenmesi dolayısıyla bu nedenleri başlangıç noktası ve birimi olan bir ölçek düzeyine getirerek, verilere nicel olma özelliği kazandırılması kısacası nedenlerin ölçeklenmesi amaçlanmaktadır.

Bu çalışmada eğitim fakültesi öğrencilerinin öğretmenlik mesleğini seçme nedenleri ikili karşılaştırmalar yapılarak ölçeklenmiştir. Bu işlem çeşitli bağımsız değişkenlere göre yapılmış olup var olan durumu ortaya çıkarma, bir çeşit betimleme yapma amacı taşımaktadır. Bu nedenden dolayı çalışmanın betimsel bir çalışma olduğu söylenebilir.

Yöntem

Verilerin analizinde Thurstone'nun ikili karşılaştırmalar yönteminin tam veri matrisi için III. Hal ve V. Hal denklemlerinden yararlanılmıştır. Bu yöntemde öncelikle her bir ikiliden birinin diğerine tercih edilme sıklığını belirten frekans matrisi (F) oluşturulmuştur. Bu frekanslar matrisindeki her bir hücre toplam kişi sayısına (N) bölünerek oranlar matrisi (P) elde edilmiştir. Oranlar matrisindeki her bir orana karşılık gelen birim normal dağılım değeri bulunarak birim normal sapma matrisi (Z) oluşturulmuştur. Ardından önce birim normal sapma matrisindeki hücreler sütun bazında toplanmış; daha sonra da sütun toplamları her bir sütundaki gözlem sayısına bölünerek 8 nedenin diğer bir ifadeyle 8 uyarıcının ölçek değerleri bulunmuştur. Tüm uyarıcıların ölçek değerine, negatif olan en küçük ölçek değeri kadar belli bir sayı eklenmiştir. Böylece en küçük ölçek değeri başlangıç noktası olmuş ve buna dayanarak diğer uyarıcıların ölçek değerleri hesaplanmıştır.

Sonuç ve Tartışma

Günümüzde “Türkiye’de öğretmen yetiştirme sorunu” çerçevesinden bakıldığında öğretmen adaylarının bu mesleği öncelikli olarak çalışma koşulları rahat olduğu için seçmiş olmaları, bu sorunun varlığını bir daha pekiştirmektedir. Genel olarak gelişmekte olan ülkelerde öğretmenlerin, iş güvenliği, maaş gibi dışsal motivasyon kaynaklardan; gelişmiş, refah düzeyi yüksek ülkelerde ise mesleği sevmek, ülkeye topluma faydalı olma gibi içsel veya özgeci motivasyon kaynaklarından etkilenerek meslek seçiminde bulunduğu söylenebilir (Bastick, 2000). Bu açıdan bakıldığında ülkemizde öğretmen adaylarının öncelikli olarak “dışsal” motivasyon kaynaklarından etkilenerek öğretmenliği seçtikleri ve “çalışma koşulları rahat olduğu için” nedeninin Maslow’un temel ihtiyaçlar teorisine göre daha temel olduğu ve dolayısıyla öncelikli olarak karşılanması gereken bir ihtiyaç olduğu söylenebilir.

Kadın öğretmen adaylarının öğretmenlik mesleğini seçme nedenlerinin başında “öğretmenliği sevmeleri”, sonra “çalışma koşullarının rahat olması” ve üçüncü olarak da “çocuklarla/gençlerle/çocuklarla çalışmak istemesi” gelmektedir. Bu sıralama erkeklerde ise “puanım yettiği için”, “çalışma koşulları rahat olduğu için” ve “öğretmenliği sevdiğim için” şeklindedir. Öğretmenlik mesleğini seçme nedenlerinin “içsel” ve “dışsal” gibi çeşitli kategoriler altında toplandığı çalışmalar bulunmaktadır (Bastick, 2000; Çermik ve ark., 2010; Johnston ve ark., 1999). Bu açıdan bakıldığında kadın öğretmen adaylarının öncelikli olarak öğretmenliği seçerken içsel motivasyon kaynaklarından; erkeklerin ise daha çok dışsal motivasyon kaynaklarından etkilendiği söylenebilir.

Mezun olunan lise türü arasında bir fark olmaksızın öğretmen adaylarının öğretmenliği seçme nedenlerinin başında “çalışma koşulları rahat olduğu için” nedeni gelmektedir. Anadolu Öğretmen Lisesi mezunu öğrencilerinin öğretmenlik mesleğini seçme nedenlerinden “öğretmenliği sevdiğim için” nedeni 3. sırada iken; bu neden Anadolu Öğretmen Lisesi mezunu olmayan öğrenciler için 2.sıradadır. Bilindiği gibi Anadolu Öğretmen Lisesi mezunu öğrencilerin öğretmenlik mesleğini tercih etmeleri durumunda üniversiteye giriş puanlarına ek puan dahil edilmekteydi. Bu çerçeveden bakıldığında “puanım yettiği için” nedeninin Anadolu Öğretmen Lisesi mezunu öğrencilerinin öğretmenlik mesleğini seçme nedenleri arasında 2. sırada yer alması beklenen bir sonuçtur. Türkiye’de öğretmen yetiştiren yükseköğretim kurumlarına öğrenci hazırlamak, öğrencilerine öğretmenlik mesleğini sevdirmek, öğretmenlik mesleğinin gerektirdiği bilgi, beceri, tutum ve davranışları kazandırmak (MEB, 2012) gibi amaçlar doğrultusunda 1989 – 1990 yıllarında kurulmuş olan Anadolu Öğretmen Liselerinin araştırma bu sonuçlara göre belirtilen amaçları yerine getirmediği söylenebilir. Nitekim 2012 yılında yapılan bir yasa değişikliği ile ortaöğretim kurumlarından mezun olan öğrencilerin aynı meslek dalında yer alan yükseköğretim programlarına yerleşmeleri durumunda üniversiteye giriş puanlarına bir ek puan eklenmemektedir. Bu yasa gereği Anadolu Öğretmen Lisesi mezunlarının öğretmenliği tercih etmeleri durumunda üniversite giriş puanlarına ek puan dahil edilmemektedir. Son yapılan değişiklikler ile Anadolu Öğretmen Liselerinin öğretmen yetiştirme işlevi tamamen kaldırılmıştır.

Bölgümlere göre öđretmenlik mesleđini tercih etme nedenleri sıralamalarının çarpıcı olduđu söylenebilir. Yalnızca RPD bölümü öđrencilerinin öncelikli olarak iş bulma olanađı yüksek olduđu için; dile ilişkin becerileri kazandırmaya dayalı olan Türkçe Öđretmenliđi ve İngilizce Öđretmenliđi bölümü öđrencilerinin öđretmenliđi sevdiđi için, Sınıf Öđretmenliđi ve İlköđretim Matematik Öđretmenliđi Bölümü öđrencilerinin çalıřma kořulları rahat olduđu için öđretmenliđi seçtiđi görülmüřtür.

Ailesinde geçmiřte veya hala öđretmen olan ve olmayan öđretmen adaylarının öđretmenlik mesleđini seçme nedenleri hemen hemen aynı olup tek fark ‐ailem/yakınım/arkadařım istediđi için‐ nedeninde ortaya çıkmıřtır. Ailesinde geçmiřte veya hala öđretmen olan öđrenciler için bu neden 7. sırada iken öđretmen olmayan bireyler için 8. sıradadır. Ailesinde öđretmen olan bir bireyin öđretmenlik mesleđini, ailedeki öđretmen olan bireyin model olmasından mı kaynaklı yoksa bireye öđretmenlik mesleđini seçmesi yönünde baskı yapmasından dolayı mı seçtiđi bilinmediđi için bu bulguyu iyi ya da kötü řeklinde deđerlendirme olanađı bulunmamaktadır.

Gelir düzeylerine göre öđretmen adaylarının öđretmenlik mesleđini seçme nedenleri incelendiđinde her üç grup için ilk nedenin aynı olduđu görülmektedir. Gelir ve çalıřma kořulları açısından önemli sorunları olan öđretmenlik mesleđi (Akar, 1998; Erjem, 2000; Sönmez, 1989; Tezcan, 1981) daha çok alt ve orta sosyo-ekonomik düzeydeki ailelere üye olan kiřiler tarafından seçilmektedir (Akbaýır, 2003).

İkinci öđretim, Yükseköđretim kurumlarında normal öđgün öđretimin bitimini takiben yapılan öđgün öđretimi olarak tanımlanmaktadır (YÖK, 2012). İkinci öđretim harç ücretleri normal öđretime göre biraz daha fazla olup öđretim akřam saatlerinde yapılmaktadır. İkinci öđretim ve normal öđretim öđrencilerinin öđretmenlik mesleđini seçme nedenlerinin bařında ‐çalıřma kořulları rahat olduđu için‐ nedeni gelmekte olup nedenlerin sıraları arasında hiçbir farklılık görülmemektedir. Üniversiteye giriř puanları arasında çok bir farklılık bulunmayan I. öđretim ve II. öđretimde okuyan öđretmen adaylarının öđretmenlik mesleđini seçme nedenlerinin sıralamalarında bir farklılık çıkmaması beklendik bir sonuçtur.

Öđretmenlik mesleđini daha çok řehir ve ilçe doğumlu bireylerin seçtiđi bulgusu göz önünde bulundurulduğunda (Akbaýır, 2003; Erjem 2000; Tatlıdil, 1993) yařamlarının büyük çođunluđunun il veya ilçe merkezlerinde geçiren öđretmen adaylarının öđretmenlik mesleđini seçme nedenleri sıralamasının aynı olması yine beklenen bir sonuçtur.