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Türk Dili ve Edebiyatı Öğretmen Adaylarının Mesleki İlgilerinin İncelenmesi

An Investigation of Vocational Interests of Turkish Language and Literature Teacher Candidates

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Öz

Belli bir mesleğe yönelik bireyin göstermiş olduğu olumlu davranış olarak belirtilen mesleki ilgi, bireyin ilgi ve yeteneklerine uygun meslek seçimini gerçekleştirebilmesi için önemli görülmekte ve süreç için cinsiyet değişkeninin etkisi vurgulanmaktadır. Bu bağlamda çalışmada, alan eğitimlerini tamamlayıp öğretmenlik mesleği üzerine pedagojik formasyon eğitimi alan Türk dili ve edebiyatı öğretmen adaylarının mesleki ilgilerini çeşitli değişkenler açısından ölçmek amaçlanmıştır. Bu amaç doğrultusunda 187 öğretmen adayı, Deniz (2008)'in geliştirmiş olduğu "Mesleki Alan İlgi Envanteri (MAİ)" kullanılarak değerlendirilmiştir. Çalışma sonucunda MAİ'de yer alan "Türk Dili" ve "Eğitim" boyutlarının madde ortalamalarının yüksek olduğu, cinsiyet değişkenine göre de katılımcıların mesleki ilgilerinde anlamlı farklılıklar görüldüğü belirlenmiştir.

Anahtar Kelimeler

İlgi, mesleki ilgi, Mesleki Alan İlgi Envanteri, Türk dili ve edebiyatı öğretmen adayı.

Abstract

Vocational interest that is defined as the positive attitude of an individual to a certain pro-fession is considered important for an individual to choose a profession matching his/her interests and abilities, and the impact of the gender variable in the process is emphasized. In this context, the present study aims to assess the vocational interest of the Turkish Language and Literature teacher candidates who completed their field of study and are continuing the pedagogical formation program in relation to various variables. To this end, 187 teacher candidates were assessed using the "Occupational Field Interest Inventory (OFII)" developed by Deniz (2008). The study showed that the item means of the dimensions "Turkish Language" and "Education" in the OFII was high and also that there were significant differences in the vocational interests of the participants by the gender variable.

Keywords

Interest, vocational interest, Occupational Field Interest Inventory, Turkish Language and Literature teacher candidate.

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1. Introduction

The research on vocational psychology frequently addresses the concept "inter-est". There have been studies starting from about a century ago assessing the inter-ests. As for today, some of the assessment tools used in vocational counseling ap-pear to be the interest inventories (Kuzgun, 2009). Strong who developed the first interest inventory in the literature defines interest as one's response in the form of liking, disliking or being indifferent to someone, something or an activity (Strong, 1943 as cited in Kuzgun, 2004). According to this definition, being indifferent to or distancing one's self from an activity, the place where that activity is carried out and people involved in the carrying out of that activity, as well as approaching the same, is a sign of interest. Further, interest is also described as being involved in certain activities, preferring them even in circumstances restricting such activities and a prevailed inner stimulant in circumstances where one wants to continue that activity instead of feeling exhaustion or exasperation (Kuzgun, 2004).

In short, interest can be defined as "an inner process in which an individual pays attention to an object willingly and without a special effort, maintains such attention to and is aware of such object for a long period, and is ready to trans-form this feeling into a response and action" (Deniz, 2008).

Although there is no common ground as to the types of interest in the literature, the areas of interest according to Super (1959) are grouped as "Scientific Interest, Technical and Material Interest, Altruistic Interest, Systematic Interest or Voca-tional Details Interest, Vocational Contacts Interest, Literary Interest, Music and Artistic Interest" (as cited in Kuzgun, 2004).

The literature also emphasizes the importance for individuals to learn about their interests during the education process and take them into consideration while choos-ing their profession. They must know about both what their interests are and what types of interest various professions require (Kuzgun, 2004; Yeşilyaprak, 2012). Also, it is also suggested that one's interests also reflect their preferences as to work-ing environment (Armstrong & Rounds, 2008).

"Vocational interest" is regarded as a dimension of the concept "interest", i.e. the degree of liking and inclination someone shows to a profession, vocational field or the activities of a profession (Yılmaz, 2011). In other words, "vocational interest is a positive attitude, inclination or selective attention someone shows to a certain vocational activity or vocational qualities" (Deniz, 2008). Choosing a profession according to both social requirements with a view to contributing to the social de-velopment, and individual interests and abilities is considered crucial in processes where vocational interests form (Yeşilyaprak, Güngör & Kur, 2000).

Choosing a profession is defined as the first step toward an individual's success in the society while preparing for the future (Özoğlu, Uysal & Türkcan, 1971). In other words, it is a process where an individual evaluates professions in various respects and decides to focus on the one that matches his/her requirements and expectations (Kuzgun 1982, 2004, 2009). Such a decision is one of the most im-portant decisions an individual makes, although he/she is usually not aware of it (Özoğlu et al., 1971; Özoğlu, 2007; Yeşilyaprak et al., 2000; Yeşilyaprak, 2012). In short, choosing a profession, and vocational interest, which are an important com-ponent thereof, are crucial for an individual to achieve self-realization (Yılmaz, 2011). A study conducted on the matter tested Holland's theory and suggested that the most predictive factor for identifying someone's vocational interests was that individual's personality traits. Therefore, vocational interests also coalesce with the personality traits constituting vocational preferences (Armstrong, Day, McVay & Rounds, 2008).

The literature frequently emphasizes the importance of vocational interests in individuals' profession choice. Therefore, it is believed that individuals' awareness of their interests during their education will affect their profession choice. Also, abilities, interests, psychological requirements; socio-economic level and social factors such as gender, family and environment are also suggested to affect the profession choice (Uysal, 1970; Tan, 1972, 1992; Kuzgun, 2004, 2009; Low & Rounds, 2006). One of the studies that treated the gender factor as an important factor in determining the vocational interests examined 47 interest inventories used by the research focusing on the areas of interest defined by "Holland (1959, 1997) and Prediger (1982)" (Rounds & Armstorng, 2009). The said study conducted based on Holland's theory determined that men were more realistic and inquisitive while women had more artistic and social interests. When investigated in respect to Prediger's theory, gender differences appear to be seen mostly in science, engineering and mathematics. When considered together with the study results, gender was suggested to have an important effect particularly on the profession choice, and in line with such effect, men were determined to be more materialist and women were determined to have more social interests.

Other research that investigated the effect of the gender factor on vocational in-terests by comparisons suggest that women are more interested in fields that have prominently emotional aspects such as care, help and education while men are interested in vocational fields having more physical interaction (Chusmir, 1990; Gianakos & Subich, 1988; Hayes, 1986; Lippa, 2005, 1998; Weinrach, 1996). Hayes (1986) suggested that men preferred gender-specific vocational fields less than women did while women's choice and preference of profession was more pre-dominantly gender-specific. In general, the research on the subject appear to suggest that, while choosing a profession, men are more interested in realistic and inquisitive activities and women are more inclined to gender-specific social and emotional activities (Chusmir, 1990; Gianakos & Subich, 1988; Weinrach, 1996). Thus, con-sidering the results of the research together, the gender factor appears to influence individuals' vocational interests and profession choices.

Someone's interest in a certain profession or vocational field is known to be an important factor for his/her success in his/her career (Selçuk, 2006). Therefore, many research in the literature emphasize that individuals' vocational interest over the various periods of their lives must be addressed (Yılmaz, 2011). There are four major ways to identify vocational interests in this process.

They are as follows: “Specified (expressed) interests, seen-observed interests, interests assessed by inven-tories and interests assessed by tests”. The present study chooses to identify the interests by an inventory. It is by these ways that information on individuals’ inter-ests can be derived and that their areas of interest can be determined by looking at the grouping of their responses (Super, 1963 as cited in Kuzgun, 2004). If individuals prefer classes and professions matching their areas of interests, they are suggested to be happier, and the interest inventories developed for this purpose and mostly used in the schools are also said to help with the process (Selçuk, 2006).

When some studies on the matter were examined, the researchers were found to use and develop various interest inventories. The study conducted by Sayın (2000) to identify the vocational interests of high school students preparing for university programs used the “Self-Assessment Inventory (Kuzgun, 1990)”, while the study by İnan (2005) used the “Newspaper News Test” developed by Hasan Tan and Leung and Hou (2005) used the vocational interest scale developed by Holland. Another study conducted on high school students used the “Occupational Field Interest In-ventory” developed by Deniz (2008) to assess the student’s interests in vocational fields while Bekleyiş (2007) attained the study results with “the questionnaire pre-pared and developed by Şahin (1997)”. When the studies conducted on university students were investigated, Ferreira, Rodrigues and Ferreira (2015) are seen to have developed a scale to identify students’ vocational interests, and Erdil (2006) is seen to have used the “Personal Information Form and the Self Assessment Inventory (Kuzgun, 1988)” in the study. Yılmaz (2011) is also seen to have taken Holland’s (1997) personality theory as basis to develop an “interest inventory to help adults make choices matching their interests during the process of choosing a profession”. In their conclusion, these studies using different assessment tools suggested that gender, age, school type and family’s educational level and monthly income status influenced the students when determining their vocational fields of interest and that the vocational areas of interest were consistent with the classifications provided in the literature. The studies that developed assessment tools on the subject explained the validity and reliability of these tools by analysis results.

While various factors are said to be important for individuals in the process of choosing their professions, the individuals in our country choose their professions based on their score in the university placement examinations rather than their in-terests (Deniz, 2013). Therefore, the importance of identifying individuals’ voca-tional interests and offering the required counseling may be emphasized again. Among the important criteria that must be paid attention during the administration of the interest inventories are the individual’s age and education. The literature stresses that, as the age and education increases, individuals’ interest in a specific field can be determined, particularly in the vocational education process (Kuzgun, 2009). Thus, it is believed necessary to determine the vocational interests of the teacher candidates who completed their vocational education and especially are about to meet with the students in the “language and literature classes” that are crucial in every part of the process of students’ education and learning. The grounds for such view are, as the literature suggests, that language and literature classes, differently than other classes, must offer a multi-stimulant environment where stu-dents can develop a liking for language, think and inquire to make sense of them-selves and their environment, drive their sensitivity about life, express themselves and improve their confidence (Sever, 2004, 2008, 2013; Aslan, 2010; Sever, Kaya & Aslan, 2011). Such objectives are believed to be achieved by means of teachers who love their profession and field (Turkish language and literature). Thus, students can achieve important steps at a stage where they can develop a humane sensitivity with the help of their teachers toward “becoming an individual who is thinking, sen-sitive and has gained the culture of reading (Sever, 2013)”, which is the most im-portant responsibility of the language and literature classes. According to Kuzgun (2009), the area in which an individual will be happy to work can also reveal itself while the individual is preparing for that area and by the interest he/she shows in classes specific to that area. In other words, feeling happy about the education pro-gram and the satisfaction from what is learned are said to be directly related to the interest. In this context, the present study focuses on investigating the vocational interests of the Turkish Language and Literature teacher candidates who completed their field of study and are continuing the pedagogical formation program in relation to various variables.

Aim

In line with such focus, the study aims to assess the vocational interest of the Turkish language and literature teachers and determine whether or not there is a significant difference in their vocational interests based on various variables. For this purpose, answers to the following questions will be sought:

1. What is the level of vocational interest of the Turkish language and litera-ture teachers in relation to the OFII’s sub-dimensions?

2. Is there a significant difference in the vocational interests of the Turkish language and literature teachers by gender?

2. Method

Research Design

The research is in descriptive survey design seeking to elucidate an existing situ-ation. Descriptive research aim to describe an existing situation in a complete and careful manner. The most common descriptive method in research on education field is surveys. Through such studies, researchers reveal the characteristics of indi-viduals, groups or physical environments (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2008). Descriptive research is often dealt with in the form of survey studies during which questionnaires, observation/interview tools and scales are used (Erkuş, 2013).

Participants

For the study group, 206 teacher candidates who graduated from the Turkish Language and Literature program and attended pedagogical formation program in the Faculty of Educational Sciences of Ankara University and Faculty of Education of Gazi University were reached, and 187 thereof who completed the survey com-pletely and accurately were included in the assessment.

Table 1. Gender and age distribution by faculty

	Gender				
Faculty	Female n (%)		Male n (%)		Total
	20-29 age	30-38 age	20-29 age	30-38 age	
Faculty of Education of Gazi University	96 (%51,4)	3 (%1,6)	27 (%14,4)	-	126 (%67,4)
Faculty of Educational Sciences of Ankara University	7 (%25,1)	5 (%2,7)	8 (%4,3)	1 (%0,5)	61 (%32,6)
Total n (%)	143(%76,5)	8 (%4,3)	35(%18,7)	1 (%0,5)	187 (%100)

Data Collection Instrument

In this research, data on the vocational interests of the Turkish language and lit-erature teacher candidates was collected using the "Occupational Field Interest Inventory (OFII)" developed by Deniz (2008).

The content of the OFII appears to aim to assess the interests of the participants in 14 vocational areas. The inventory is a 156-item Likert-type rating scale. The vocational fields included in the OFII and their item distribution are as follows: "Education (11 items), Agriculture-Open Field (9 items), Political-Fiscal Sciences (11 items), Health Sciences (12 items), Communication-Media (11 items), Foreign Lan-guage (13 items), Turkish Language (10 items), Psychology (11 items), Law (11 items), Computer (11 items), Mathematics (11 items), Physical Sciences (11 items), Engineering (12 items) and Visual Arts (11 items)". The items of the inventory are divided into groups of three, and during the administration, the participants were asked to read these groups of 3 items and select between 1 and 5 (1: Not at all inter-ested - 5: Extremely interested) only for one item based on their interests. Thus, when the 156-item inventory was completed, each participant was expected to select 52 items (156/3). Data derived from 19 participants who checked 156 re-sponses for each item or discontinued the inventory was not included in the study.

The OFII has been used in several studies as one of the most current vocational interest inventories, and its validity and reliability has been tested (Deniz, 2008; 2009; 2013). When we looked at the validity and reliability studies conducted on the inventory, we saw that the structural and scope validity had been analyzed for its validity and the Cronbach alpha, and test and retest reliability was analyzed for its reliability.

When the analyses conducted on the validity of the inventory were examined, we saw that at least five subject field experts had been referred to for their opinion for its scope validity and that the exploratory and confirmatory factor analyses had been performed for its structural validity. The exploratory factor analyses conclud-ed that the 14 factors explained 49% of the total variance. The confirmatory facto-ry analysis concluded that the fit indices ranged between 0.87 and 0.99. Another proof for its structural validity is the inter-correlations that were calculated between the 14 dimensions of the scale. The median of the correlations was r= 0.07 with the values ranging between 0.43 and 0.50. This result suggests that the dimensions are sufficiently dispersed.

The results of the reliability analyses on the inventory showed that the Cronbach alpha ranged between 0.79 and 0.95 and that the test and retest reliability values for the final inventory ranged between 0.75 and 0.95.

Considering all of these results together, the "Occupational Field Interest Inven-tory" developed by Deniz (2008) appears to be a valid and reliable assessment tool.

Data Analysis

After the collection of data, extreme values and lost data were duly dealt with. Afterwards, the normality of the distribution in each gender group was examined for each of the 14 sub-dimensions of the OFII. As a result, for all sub-dimensions, the distributi-on in at least one group was found to be different than normal and since the number of men was considerably less than that of the women (as in many coun-tries, the number of female teachers in Turkey is said to be more than that of male teachers (Johnston, Mc-Keown & McEwen, 1999; Foster & Newman, 2005; Smed-ley, 2007; Abazaoğlu, Yıldırım & Yıldızhan, 2014; Gönülaçar, 2016)). Non-parametric tests were used. Mann-Whitney U Test was used in the data analysis, and the interests of the participants in the 14 vocational fields in the OFII (Educa-tion, Agriculture-Open Field, Political-Fiscal Sciences, Health Sciences, Commu-nication-Me-dia, Foreign Language, Turkish Language, Psychology, Law, Comput-er, Mathematics, Physical Sciences, Engineering and Visual Arts) were compared by the gender variable. The findings of the analysis were tabulated and presented separately for each sub-di-mension in the scale.

3. Results

This section presents the means of the OFII items and the results of the Mann-Whitney U test of the 187 participants in the study for the 14 vocational fields (Ed-ucation, Agriculture-Open Field, Political-Fiscal Sciences, Health Sciences, Com-munication-Media, Foreign Language, Turkish Language, Psychology, Law, Com-puter, Mathematics, Physical Sciences, Engineering and Visual Arts) by gender.

Table 2. Descriptive statistics for the 14 OFII sub-dimensions

		Education	Agriculture-Open Field	Political-Fiscal Sciences	Health Sciences	Communication-Media	Foreign Language	Turkish Language
N	Valid	187	187	187	187	187	187	187
	Missing	0	0	0	0	0	0	0
Mean		31,65	5,79	6,6	10,1	17,29	19,69	29,47
Median		33,5	3	5	9	16	17	33
Mode		37,00a	0	0	9	9,00a	8,00a	40
Item mean		2,87	0,64	0,6	0,84	1,57	1,51	2,94
Std. Deviation		13,32	7,54	7,66	7,98	10,92	14,26	13,67
Skewness		-0,41	2,98	1,9	1,19	0,86	0,82	-0,44
Std. Error of Skewness		0,17	0,17	0,17	0,17	0,17	0,17	0,17
Kurtosis		-0,76	12,38	4,66	1,72	0,57	0,11	-0,9
Std. Error of Kurtosis		0,35	0,35	0,35	0,35	0,35	0,35	0,35
Min.		0	0	0	0	0	0	0
Max.		55	50	44	40	51	60	50
		Psychology	**Law**	**Computer**	**Mathematics**	**Physical Sciences**	**Engineering**	**Visual Arts**
N	Valid	187	187	187	187	187	187	187
	Missing	0	0	0	0	0	0	0
Mean		18,77	8,2	4,61	4,13	5,27	4,49	15,72
Median		17	5	3	2	3	3	14
Mode		8,00a	0	0	0	0	0	13,00a
Item mean		1,7	0,74	0,41	0,37	0,47	0,37	1,43
Std. Deviation		12,17	9,52	6,93	5,41	6,75	4,93	10,54
Skewness		0,59	2,04	3,53	2,57	2,85	2,53	0,76
Std. Error of Skewness		0,17	0,17	0,17	0,17	0,17	0,17	0,17
Kurtosis		-0,16	4,73	16,85	8,9	12,25	12,63	0,39
Std. Error of Kurtosis		0,35	0,35	0,35	0,35	0,35	0,35	0,35
Min.		0	0	0	0	0	0	0
Max.		53	50	50	35	48	39	50

Table 2 shows that the “Turkish Language” dimension has the highest item mean among the 14 vocational area items in the OFII (Item Mean = 2.94). The “Education” dimension has the second highest (Item Mean = 2.87). The dimensions that have the same lowest mean are “Computer” and “Engineering” (Item Mean = 0.37). Considering that the participants are a Turkish language and literature teacher candidate, the fact that the “Turkish Language” and “Education” sub-dimensions have the highest means suggests that the vocational interest assessed by the OFII is confirmed.

Table 3. Mann-Whitney U test result for the participants’ vocational interest in the education dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	101,88	15384,50	1527,50	,000
Male	36	60,93	2193,50		

Table 3 shows a significant difference between the vocational interests of the participants in the “Education” dimension by gender (U=1527.50, p<.05). The mean rank shows that the vocational interest of the female participants in the “Educa-tion” dimension (Mean = 101.88) is higher than that of the male participants (Mean = 60.93).

Table 4. Mann-Whitney U test result for the participants’ vocational interest in the agriculture - open field dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	91,14	13762	2286	0,136
Male	36	106	3816		

Table 4 shows no significant difference between the vocational interests of the participants in the “Agriculture - Open Field`” dimension by gender (U=2286.00, p<.05). The mean rank shows that the vocational interest of the male participants in the “Agricul-

ture - Open Field`" dimension (Mean = 106.00) is higher than that of the female participants (Mean = 91.14).

Table 5. Mann-Whitney U test result for the participants' vocational interest in the political - fiscal sciences dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	86,56	13070,5	1594,5	0
Male	36	125,21	4507,5		

Table 5 shows a significant difference between the vocational interests of the participants in the "Political - Fiscal Sciences" dimension by gender (U=1594.50, p<.05). The mean rank shows that the vocational interest of the male participants in the "Political - Fiscal Sciences`" dimension (Mean = 125.21) is higher than that of the female participants (Mean = 86.56).

Table 6. Mann-Whitney U test result for the participants' vocational interest in the health sciences dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	94,96	14338,50	2573,50	,620
Male	36	89,99	3239,50		

Table 6 shows no significant difference between the vocational interests of the participants in the "Health Sciences" dimension by gender (U=2573.50, p>.05). The mean rank shows that the vocational interest of the female participants in the "Health Sciences" dimension (Mean = 94.96) is higher than that of the male partici-pants (Mean = 89.99).

Table 7. Mann-Whitney U test result for the participants' vocational interest in the communication- media dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	92,52	13970,50	2494,50	,443
Male	36	100,21	3607,50		

Table 7 shows no significant difference between the vocational interests of the participants in the "Communication- Media" dimension by gender (U=2494.50, p>.05). The mean rank shows that the vocational interest of the male participants in the "Communication - Media`" dimension (Mean = 100.21) is higher than that of the female participants (Mean = 92.52).

Table 8. Mann-Whitney U test result for the participants' vocational interest in the foreign language dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	100,31	15146,50	1765,50	,001
Male	36	67,54	2431,50		

Table 8 shows a significant difference between the vocational interests of the participants in the "Foreign Language" dimension by gender (U=1765.50, p<.05). The mean rank shows that the vocational interest of the female participants in the "Foreign Language" dimension (Mean = 100.31) is higher than that of the male participants (Mean = 67.54).

Table 9. Mann-Whitney U test result for the participants' vocational interest in the Turkish language dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	100,99	15250,00	1662,00	,000
Male	36	64,67	2328,00		

Table 9 shows a significant difference between the vocational interests of the participants in the "Turkish Language" dimension by gender (U=1662.00, p<.05). The mean rank shows that the vocational interest of the female participants in the "Turkish Language" dimension (Mean = 100.99) is higher than that of the male participants (Mean = 64.67).

Table 10. Mann-Whitney U test result for the participants' vocational interest in the psychology dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	100,81	15223,00	1689,00	,000
Male	36	65,42	2355,00		

Table 10 shows a significant difference between the vocational interests of the participants in the "Psychology" dimension by gender (U=1689.00, p<.05). The mean rank shows that the vocational interest of the female participants in the "Psychology" dimension (Mean = 100.81) is higher than that of the male participants (Mean = 65.42).

Table 11. Mann-Whitney U test result for the participants' vocational interest in the law dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	91,67	13842,50	2366,50	,226
Male	36	103,76	3735,50		

Table 11 shows no significant difference between the vocational interests of the participants in the "Law" dimension by gender (U=2366.50, p>.05). The mean rank shows that the vocational interest of the male participants in the "Law" dimension (Mean = 103.76) is higher than that of the female participants (Mean = 91.67).

Table 12. Mann-Whitney U test result for the participants' vocational interest in the computer dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	91,90	13876,50	2400,50	,270
Male	36	102,82	3701,50		

Table 12 shows no significant difference between the vocational interests of the participants in the "Computer" dimension by gender (U=2400.50, p>.05). The mean rank shows that the vocational interest of the male participants in the "Computer" dimension (Mean = 102.82) is higher than that of the female participants (Mean = 91.90).

Table 13. Mann-Whitney U test result for the participants' vocational interest in the mathematics dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	89,23	13473,50	1997,50	,012
Male	36	114,01	4104,50		

Table 13 shows a significant difference between the vocational interests of the participants in the "Mathematics" dimension by gender (U=1997.50, p<.05). The mean rank shows that the vocational interest of the male participants in the "Math-ematics" dimension (Mean = 114.01) is higher than that of the female participants (Mean = 89.23).

Table 14. Mann-Whitney U test result for the participants' vocational interest in the physical sciences dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	88,86	13418,00	1942,00	,007
Male	36	115,56	4160,00		

Table 14 shows a significant difference between the vocational interests of the participants in the "Physical Sciences" dimension by gender (U=1942.00, p<.05). The mean rank shows that the vocational interest of the male participants in the "Physical Sciences" dimension (Mean = 115.56) is higher than that of the female participants (Mean = 88.86).

Table 15. Mann-Whitney U test result for the participants' vocational interest in the engineering dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	87,24	13173,50	1697,50	,000
Male	36	122,35	4404,50		

Table 15 shows a significant difference between the vocational interests of the participants in the "Engineering" dimension by gender (U=1697.50, p<.05). The mean rank shows that the vocational interest of the male participants in the "Engi-neering" dimension (Mean = 122.35) is higher than that of the female participants (Mean = 87.24).

Table 16. Mann-Whitney U test result for the participants' vocational interest in the visual arts dimension by gender

Gender	n	Mean Rank	Rank Sum	U	p
Female	151	92,58	13979,00	2503,00	,461
Male	36	99,97	3599,00		

Table 16 shows no significant difference between the vocational interests of the participants in the "Visual Arts" dimension by gender (U=2503.00, p>.05). The mean rank shows that the vocational interest of the male participants in the "Visual Arts" dimension (Mean = 99.97) is higher than that of the female participants (Mean = 92.58).

4. Discussion

This section discusses the mean values of the OFII items and the vocational field results of the participants by gender. When we first examine the item mean values for the 14 vocational fields in the OFII, the "Turkish Language" dimension appears to have the highest mean. This finding is an expected result, considering that all of the participants graduated from the Turkish Language and Literature program. This result is also supported by the "Education" dimension that has the second highest mean. The reason for the "Computer" and "Engineering" quantita-tive areas having the lowest ratio may be that the participants are graduates of a

non-quantitative program.

When the results of the 187 participants in the study in respect of the 14 voca-tional areas in the OFII by the gender variable were examined, significant variations were observed in the selected dimensions. There appear to be significant differences by the gender variable between their vocational interests in the "Education", "Politi-cal - Fiscal Sciences", "Foreign Language", "Turkish Language", "Psychology", "Mathematics", "Physical Sciences" and "Engineering" areas while there are no significant differences between their vocational interests in the "Agricultural-Open Field", "Health Sciences", "Communication - Media", "Law", "Computer" and "Visual Arts" areas.

In line with the foregoing, the female participants appear to have a higher voca-tional interest in the "Education", "Foreign Language", "Turkish Language" and "Psychology" dimensions than the male participants do while the male participants appear to have a higher vocational interest in the "Political - Fiscal Sciences", "Mathematics", "Physical Sciences" and "Engineering" dimensions than the female participants do.

Thus, the gender factor was found to have an important role in their vocational interests despite the fact that all of the participants graduated from the Turkish Language and Literature Program. This finding supports the research emphasizing the gender factor in determining the vocational interests (Chusmir, 1990; Gianakos & Subich, 1988; Hayes, 1986; Lippa, 2005, 1998; Weinrach, 1996).

Also, the subject field experts state that men are more realistic and inquisitive while women have more artistic and social vocational interests, and therefore that the gender difference often reveals itself in physical science, engineering and math-ematics areas (Rounds & Armstorng, 2009). The present study has concluded that the male participants have a higher vocational interest in "Mathematics", "Physical Sciences" and "Engineering" dimensions than the female participants do, which is consistent with the literature. Another field in the study in which the male partici-pants have a higher vocational interest than the female participants do is the "Polit-ical - Fiscal Sciences" dimension. Consistently with the literature, these four dimen-sions are more of quantitative nature and suggest that men moving away from becoming interaction-focused and that their realistic and inquisitive interests be-come more prominent in their profession choices (Chusmir, 1990; Gianakos & Su-bich, 1988; Weinrach, 1996). This result is believed to be derived from the gender-specific interests associated with men in the social life.

The study's finding that the female participants have a high vocational interest in the social areas such as language and education is similar to the subject field experts' opinion that women have a higher vocational interest in fields that promi-nently have social and emotional aspects specific to gender, such as care, help and education (Chusmir, 1990; Gianakos & Subich, 1988; Hayes, 1986; Lippa, 2005, 1998; Weinrach, 1996). Also, women's high vocational interest in fields such as "Education", "Foreign Language", "Turkish Language" and "Psychology" also suggests that they prefer fields open to interaction. While the "teaching" profession is known to be considered the best fitting profession for women according to the social perception, the study's finding that the female participants have similar voca-tional interest suggests that their views may have also been affected by the social and cultural infrastructure.

When the "Turkish Language" dimension in the OFII is separately examined be-cause all of the participants graduated from the same program, the level of liking the program graduated and having a vocational interest in the same are seen to be high again among the women. According to this result, it may be suggested that the women willingly chose the "Turkish Language and Literature Program" degree while the men's preference of and interest in the field is comparatively less. This conclu-sion makes one think about how much the teacher candidates who will become high school teachers like performing their profession. It is not known the extent to which the low vocational interest of the male participants in the study in their own field would reflect on their students when they become teachers. However, what is known is that the individuals' vocational interests have a very important influence on their vocational success (Selçuk, 2006). Therefore, it is considered important to identify individuals' vocational interests and give them the opportunity to choose their pro-fessions accordingly, and it is thereby recommended that the students are directed to university programs matching their vocational interests identified through respec-tive studies in respect of the matter.

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